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THE DEVELOPMENT OF A MODEL FOR ADMINISTRATION OF INTERCOLLEGIATE
ATHLETIC PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES

A Dissertation
Presented to
the Graduate Faculty of the
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Donald F. Bennett

August 1975

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THE DEVELOPMENT OF A MODEL FOR ADMINISTRATION OF INTERCOLLEGIATE
ATHLETIC PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES

ABSTRACT OF DISSERTATION

Problem: There is an absence of goals and objectives for the administration of intercollegiate athletic programs in the community colleges of California. As a result, the community college administrator does not have a plan of action to provide direction in making administrative decisions.

Purpose: The purpose of this study was to clarify the goals and objectives of the intercollegiate athletic program for the community colleges of California and to develop an administrative model that can be used in the attainment of these goals and objectives.

Procedures: A review of the literature was conducted to reveal the goals and objectives of intercollegiate athletic programs and to ascertain the organizational relationships that can be used in the intercollegiate athletic programs of the California community colleges. The president, the athletic director, and three coaches from each of twenty colleges were asked to respond to a questionnaire. This questionnaire was developed to elicit responses concerning the elements of the administration of intercollegiate athletics as identified in the literature and as applied in the community colleges of California. The instrument contained a statement of the purpose of the questionnaire, directions for responding, a request for demographic data, a section containing thirty-two statements

for response concerning the intercollegiate athletic program, and a request for the respondents to reply whether they agreed or disagreed with the assumptions underlying the study. This instrument was validated by a panel of experts, pilot tested, and approved by the Committee on Research and Development, the California Community and Junior College Association. The data were statistically treated and presented in percentage tables. The results from the thirty-two statements were also treated with a χ^2 test for three independent samples.

Findings: A majority of the respondents said that goals and objectives of their college's intercollegiate athletic program are listed in their catalogue or student handbook, the athletic director does and should report to the dean of students, and that their community college has a sports information director. There was agreement with fifteen of the thirty-two statements by more than seventy percent of the respondents. These fifteen concepts, therefore, were included in the final model. Seventeen of the statements received less than seventy percent approval and were not included in the model. There were three instances where there was a significant difference between how the three groups, the presidents, athletic directors, and coaches responded to these statements. Two of these statements were rejected and not included in the model. One statement received enough support from the athletic directors and the coaches to have the concept included in the model. The first assumption stated that intercollegiate athletics have a place in the curriculum of the community colleges of California. This was agreed to by all of the respondents. The second assumption which stated that there is a lack of basic policy statements of goals and objectives concerning their

Intercollegiate athletic programs was rejected by 68% of the respondents. The third assumption concerning the respondent's college not having a written model or plan for their intercollegiate athletic programs was rejected by 59% of the respondents.

Conclusions: The conclusions of this study are presented in the form of a model. This model is divided into three parts: (1) goals and objectives of the intercollegiate athletic program, (2) table of organization, and (3) job descriptions.

Recommendations for Further Study: (1) This model should be tested in a community college; (2) this model should be modified and tested at both the university and the high school level; (3) models should be developed for other areas of concern at the community colleges; and (4) there should be a review of all line and staff tables of organization at every community college.

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Chapter 1

INTRODUCTION TO THE STUDY

Elam (1974), concerned about the role of athletics in our schools today, wrote in an editorial for Phi Delta Kappan:

Is public entertainment properly a function of education, no different from plays, concerts, lectures? Do games as played in school overemphasize the competitive as opposed to the cooperative aspects of life? Are sports being dehumanized as we demand machinelike precision of school children performers? Does the fun that is properly a part of games disappear in proportion to the size of the crowds that witness them (p. 98)?

Shea and Wieman (1967) were worried that there were some colleges that did not have, as a basis for their intercollegiate athletic programs, statements of goals and objectives. In trying to justify intercollegiate athletics, they wrote:

Since colleges and universities exist to educate youth, the only truly acceptable justification for intercollegiate athletics is that they contribute to the over-all educational program. It is imperative, therefore, that the purposes of intercollegiate athletics be considered from the educational approach (pp. 27-28).

Schwank (1971), also disturbed about goals and objectives of intercollegiate athletics as Shea and Wieman, expressed himself by saying "the place and purpose of intercollegiate athletics in relation to the overall educational curriculum should be clearly defined by all colleges and universities (pp. 8-9)."

These complex questions that have been raised can be applied to the community colleges of California. In order to justify their intercollegiate athletic programs, the community colleges of California must have

sound goals and objectives on which to base their policies. Because this is a time in which the public holds the administrators of its schools accountable for their actions, this area of intercollegiate athletics for the community colleges of California is one that concerned administrators must investigate further.

STATEMENT OF THE PROBLEM

Alley (1974) stated in very convincing terms, "It is curious that athletics, which have had such a significant impact upon youngsters, education, the economy, government, the military--even on international relations--have been so little studied and are so poorly understood (p. 102)." Schwank (1971) wrote, "No sound program of intercollegiate athletics can be conducted unless the . . . (college) . . . interprets the intent as well as the true aims of the program and that the program . . . makes a justifiable educational contribution to the curriculum (p. 9)." He also suggests that each college should make every effort to "deliniate clearly and concisely" the outcomes desired in the performance of the students (p. 9).

An examination of the literature, as reported in Chapter 2, reveals that there is an absence of a definitive philosophy for the administration of athletic programs in the community colleges of California. Specifically, goals and objectives for the administration of the intercollegiate athletic programs are generally not found in the board policies or in the administrative rules and regulations of the community colleges. As a result, the community college administrator, when faced with an administrative decision, does not have a clearly defined written policy or model on which to base his actions. Administrative decisions of this nature

tend to be made in a capricious manner. "Fundamental to all consideration of values is a clear decision as to the basic objectives that are to be served by intercollegiate athletics (Shea, 1967, p. 27)." Shea (1967) continued:

What are the educational objectives of competitive sport and how can they best be achieved? That is the question . . . which must be answered by each institution in evaluating the worth of its athletic program. Any other approach is unworthy of institutions dedicated to the highest principles of learning (p. 28).

Elam (1974) wrote concerning intercollegiate athletic programs: "The problem for school and community leaders appears to be one of overcoming the confusion, changing the emphasis, and exercising firm direction and control (p. 98)." A two-fold problem exists: (1) the clarification of desirable goals and objectives, and (2) the development of a model that can be used to ease the attainment of these goals and objectives.

RATIONALE

Purpose of the Study

The purpose of this study was to identify the goals and objectives of the intercollegiate athletic programs of the individual community colleges of California as stated by authorities in the literature and practitioners in the field. These acknowledged goals and objectives were then used as a basis for the construction of a practical model that can be used by community college administrators to facilitate the attainment of these goals and objectives. This model for administrative behavior consists of: (1) the goals and objectives of the intercollegiate athletic programs in the California community colleges, (2) an administrative table of organization, and (3) job descriptions. In the support of the

employment of models, Knezevich (1969) said that "the use of models . . . enables us to reduce, even if we cannot eliminate, the margin of error in administrative decisions (p. 526)."

Assumptions

Van Dalen (1966) stated that descriptive studies do not necessarily have underlying hypotheses that have to be tested (p. 235). Since this study was limited to the identification of the goals and objectives of intercollegiate athletics in the community colleges of California and to the development of a model for the optimum administration of the intercollegiate athletic program at the California community colleges, hypotheses were not appropriate. Following are the assumptions that can be stated concerning this study:

1. Intercollegiate athletics have a place in the curriculum of the community colleges of California.
2. The majority of California community colleges do not have basic policy statements of goals and objectives concerning their intercollegiate athletic programs.
3. There is an absence of a written model or plan for the administration of the intercollegiate athletic program at the majority of the community colleges of California.

LIMITATIONS AND DEFINITION OF TERMS

Limitations of the Study

This study was limited to the discussion of the goals and objectives of the intercollegiate athletic programs of the community colleges of California as well as the development of a model as the means of meeting these goals and objectives. The role of the administrators who have responsibilities for the athletic program were examined. For the purpose of this study, this included the athletic director.

This study was limited to the California public community colleges which offer intercollegiate athletics.

Definition of Terms

For the purpose of this study the following list of definitions is presented:

Administration. "A social process concerned with creating, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within a unified system designed to accomplish predetermined objectives (Knezevich, 1969, p. 11)."

Administrator. "Person concerned primarily with strategic planning and the execution of policies and hence is synonymous with executive (Knezevich, 1969, p. 12)."

Athletic Director. He is responsible for all athletic programs. "He is in charge of finances; responsible for maintaining equipment and supplies; a personnel manager for a large and varied staff; involved in public relations in the community and with students; concerned for the health of athletics, coordinator of events for both small and large audiences; and manager of facilities involving both buildings and outside playing areas (Schwank, 1971, p. 1)."

Athletics. Physical competition between teams or individuals in our schools. "Athletics are organized by the school authorities and are placed under the supervision of a coach (Kniker, 1974, p. 116)."

Average Sized Schools. Community colleges with an average daily attendance of 2,000 to 5,000.

Board of Trustees. They are elected by the voters of the community college district that they reside in. They derive their power from the Constitution of the State of California and the acts of the legislature. Two of the board's duties are to determine policies which govern the district and to appoint the superintendent (San Joaquin Delta Community College, 1968, Policy Manual).

Business Manager. He sometimes is also an assistant superintendent. He "is responsible for and in charge of all fiscal and business activities of the college district (San Joaquin Delta Community College, 1974, Policy Manual No. 2110)."

Coach. An instructor employed by a community college district who is held accountable for the program as well as the welfare of the students in a particular sport. He is responsible to the director of athletics.

Community College. A public two year institution of higher education. It is also known as a junior college.

Curriculum. "All learning activities provided by the schools (Saylor and Alexander, 1966, p. 5)."

Dean of Instruction. May be responsible to the president or vice president. He coordinates all instructional programs. He recommends all certificated personnel for employment. He is responsible for curriculum development. (San Joaquin Delta Community College, 1968, Policy Manual No. 2135).

Dean of Students. He "is responsible for the direction and supervision of the entire student personnel program of the college (San Joaquin Delta Community College, 1973, Policy Manual No. 2175)."

Goals. "An object or end that one strives to attain; aim (Websters, 1959, p. 620)."

Intercollegiate Athletics. An athletic program operated at the college level.

Intramurals. Athletics that are conducted within the school environment against other student or students of the same institution.

Large Schools. Community colleges with an average daily attendance of over 5,000.

Model. "Abstract representations of phenomena (Sax, 1968, p. 23)." They are "simplified or familiar structures which are used to gain insights into phenomena that scientists want to explain (Van Dalen, 1973, p. 53)." The term is synonymous with the word paradigm. "A model is a representation of reality . . . a simplified version of the real world . . . a symbolic approximation of the real situation . . . more akin to an image, a symbol, or an analogy than to an aerial photograph (Knezevich, 1969, p. 525)."

Objective. "An intent, communicated by a statement, describing a proposed change (Maher, 1962, p. 3)."

Policy. "Any governing principle, plan, or course of action (Webster, 1959, p. 1131)." Policy is made by the board of trustees and carried out by the superintendent. It may be written or oral.

Small Schools. Community colleges with an average daily attendance of less than 2,000.

Superintendent. For the purpose of this study, those administrators having the title of the president, the president-superintendent, or superintendent will be considered synonymous. He is the chief executive and administrative officer for the board of trustees.

OVERVIEW

It was established in this chapter that there is not only a need to identify the goals and objectives of intercollegiate athletics in California community colleges but that there is also a need for the development of a model that the administrator can use for the effective administration of his athletic program. Assumptions were made. Limitations of the study and definitions of terms were presented.

In Chapter 2 a review of the relevant literature is presented. Chapter 3 contains the design and the procedures for the study. The findings of the study are presented in Chapter 4. The conclusions, the model, summary, and recommendations for further study comprise Chapter 5.

Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

In Chapter 1, the need for a plan to administer effectively the intercollegiate athletic programs at the various community colleges of California was explored. The purpose of this study was to develop a model for the effective administration of community college athletics which included the goals and objectives of the intercollegiate athletic programs of the California community colleges and to suggest how they were to be implemented.

The intention of the review of the literature was to "help in the selection of the problem, delimit its size and scope, show its relationship to previously completed research, and examine tools and methods which may be of value in designing the study (Sax, 1968, p. 87)." The effective administration of the intercollegiate athletic programs of the community colleges of California requires a coalescence of the positive principles underlying intercollegiate athletics with the positive principles of educational administration. This review of the literature was structured with this permeation in mind. The organization of this chapter and a rationale for the topics reviewed follow. In order to construct a model to administer effectively the intercollegiate athletic programs of the community colleges of California, there must be underlying policies. These policies must stem from the goals and objective of these

Institutions. Knezevich (1969) wrote concerning these objectives. He said that "the basis for organizing, allocating, and coordinating available resources are institutional objectives (p. 11)." These goals and objectives as found in the relevant literature are identified in the first section of the chapter.

A preliminary review of the literature suggested that the area of athletics and those elements of administrative behavior which apply to community college athletics should be studied separately. The reason for this is that there is a paucity of literature covering the field of administration of the intercollegiate athletic programs of the community colleges of California. The first section of this chapter deals with the goals and objectives of athletics. The principles of administrative behavior which are the foundation for the governance of the intercollegiate athletic programs of the community colleges of California are discussed in the second section of this chapter. The results of this part of the search were meager. Ronald Patrick Ellis (1971) wrote in his unpublished doctor's dissertation "Current Practice in Administering Athletics in Selected Public Two-Year Colleges" that "there has been a scarcity of published information regarding the administration of Junior College athletics (p. 10)." Lloyd E. Messersmith, Executive Director of the California Community and Junior College Association, the body which is employed by the community colleges of California to regulate on a voluntary basis their athletic programs as well as to represent their legislative and legal interests, was interviewed. Messersmith (1974) stated that to the best of his knowledge no study has been made concerning the administrative procedures for control of intercollegiate athletics in the

community colleges of California. Messersmith's statement was supported in a subsequent personal interview with the Executive Secretary of the Committee on Athletics, California Community and Junior College Association, Vernon J. Warkentin (Warkentin, 1974). Both also indicated that, to the best of their knowledge, there has been no study undertaken to determine the goals and objectives of the intercollegiate athletic programs in the California community colleges and that there is no model in existence for the effective administration of intercollegiate athletics in the California community colleges.

The third section of this chapter contains a discussion of the concepts and use of models. The final outcome of this study was to integrate the results of the investigation in these three areas and present them in Chapter 5. These results were incorporated in the form of a model for the effective administration of intercollegiate athletics in California community colleges.

This chapter is organized into the following topical sequence: (1) the goals and objectives of intercollegiate athletics, (2) the elements of the administrative process that apply to intercollegiate athletics, and (3) the types and function of models.

THE GOALS AND OBJECTIVES OF INTERCOLLEGIATE ATHLETICS

In order to build an effective model for the administration of intercollegiate athletics, the goals and objectives of these programs must be ascertained. For the administrator to be able to justify an athletic program, the program must have a purpose which is consistent with the objective of the institution. This purpose is expressed in the form of goals and objectives. These goals and objectives exhibit to

the public and the educational community the direction and the values of the intercollegiate athletic program. "The values accruing from sports competition, and the nature and atmosphere of the experience, are contingent primarily upon the orientation to the declared goals selected by those responsible for the program (The Division for Girl's and Women's Sports, 1972, p. 3)." The administrator cannot begin to manage his program without having underlying goals and objectives of the program from which policy is determined. "The starting point for administration is the goals of the educational institution and implies that policies and plans are related to goals (Knezevich, 1969, p. 11)."

There are some legal constraints and recent court decisions which have affected the implementation of the intercollegiate athletic programs in the California community colleges. These constraints also have an affect on the formulation of goals and objectives as well as policy. The legal restrictions concerning the goals and objectives of intercollegiate athletics in the California community colleges are discussed in this section. Important also in the formulation of goals and objectives are the values of the intercollegiate athletic program to the individual as well as to the college and to the community. If the value of a program is not evident, it is difficult to justify that program's existence. These values are discussed in this section. This section of the review of the literature is organized in the following manner:

- (1) the legal constraints, (2) the values of athletics to the individual, (3) the relationship of athletics and the college, and (4) the values of athletics to the community.

Legal Constraints

Much has happened during the past few years to alter the traditional goals and objectives of intercollegiate athletics. Court decisions and legislation both at the federal and state level have had their impact upon the administration of the athletic programs of the community colleges in California. This subsection of the review of the literature contains a discussion of the legal constraints for intercollegiate athletics as they apply to the community colleges of California. It is organized under the following headings: (1) federal control, (2) state control, and (3) the State Athletic Committee.

Federal Control. Hogan (1974) has written of recent legislation and court action that affects intercollegiate athletics. He said that there has been a question concerning whether the coach or school has the right to say who can participate in athletics. The other areas that Hogan discussed were: (1) how far does the authority that has been exercised by the coach go, and (2) "sexism" and the inequality in the funding of the athletic events for women. Hogan also identifies a new spector that has now appeared in athletics. He wrote that law suits are now being brought against school districts concerning the question of long-term liability for both coaches and schools as a result of high "risk exercise" activities. For example, the student receives training in a dangerous activity, such as SCUBA (Self Contained Underwater Breathing Apparatus) or surfing, and years later receives an injury while engaged in that activity. As a result, he sues the school district claiming that he received improper instruction years before while participating in classes conducted by

the school in that activity. This possibility is causing school districts to examine their activity program in terms of the risk involved in participation (pp. 132-135).

Ley (1974) wrote about the effects on women's athletics of Title IX of the Educational Amendments of the Congress in 1972. Title IX prohibits "discrimination on the basis of sex under federally assisted educational programs and activities (p. 129)." There would be a loss of federal aid and a penalty for noncompliance. He noted that the National Collegiate Athletic Association (NCAA) tried unsuccessfully to get athletics exempted from the implementation of Title IX. The NCAA then attempted to have revenue producing sports excluded from the provisions of Title IX. This maneuver also failed. Fearing the loss of federal funds, many colleges have merged their men's and women's physical education divisions and women's and men's athletic departments. There have been two consequences of this action by institutions of higher learning. Women, in general, have lost their decision making positions in this merger; i.e., when there have been two administrators available for one position, one male and one female, the male has usually been selected to manage the reorganized department. The second consequence is that men tend to be selected to coach the newly organized women's sports. The reason given is that men, generally, have greater experience in coaching and in officiating (pp. 129-131). Kniker (1974) agrees with Ley concerning the impact of Title IX, but he feels that the implementation of the law will lead to integrated teams (p. 117).

In 1974, the National Collegiate Athletic Association Council, the policy making body of the NCAA, directed the committee on Women's Intercollegiate Athletics to establish a national championship program

for women's athletics. This directive was criticized by the Association for Intercollegiate Athletics for Women (AIAW) which said that the NCAA, an organization comprised almost entirely of men, in trying to comply with federal law (Title IX), was attempting to take over women's athletics. The AIAW felt that the NCAA was not really interested in consulting with the women and that the directive was a form of "athletic piracy." The AIAW lawyer, Margot Polivy, stated:

It was because of a lack of a governing body for women's athletics that the AIAW was formed. . . . Now that women's athletics are getting attention, the NCAA sees it as another place to set up shop and it happens to be in our house (Associated Press, 1975, p. 47).

Cruse (1974) did not indicate that there would be any negative consequences for women as a result of Title IX and summarized his discussion by saying that now "girls and women could be assured of equal opportunities." He goes on to say that women comprise only 10-15 percent of high school and college athletes, and that they just want to have adequate facilities and their share of public funds and the budgets of the institutions (p. 101). Clearly these legal questions or these activities at the federal level are having an impact on the intercollegiate athletic program at all levels.

State Control. The members of the educational community who construct goals and objectives for intercollegiate athletics for the community colleges of California and the members of the boards of trustees who formulate policy to implement these goals and objectives must consider the regulations of the state government. There are three bodies of law within which policy must be established: (1) the Constitution of the

State of California, (2) the Education Code, and (3) the Rules and Regulations of the State Board of Education (Title 5, California Administrative Code).

At the present time, the Board of Governors of the California Community Colleges (the Chancellor's Office) has not taken any active part in the regulation of intercollegiate athletics. Division 2 - Article 3 of the Education Code, however, does give the Board of Governors absolute power over all of the community college programs. Guichard and Gallery (1975) mentioned three of their powers: (1) EC 200.4 - Coordinate Community College Programs and Facilities; (2) EC 200.7 - Establish Minimum Academic Standards; and (3) EC 200.9 - Establish Criteria and Standards for Classes (p. 2). The impact of state control, therefore, is regulating. If athletic policy is in conflict with the above mentioned law, the policy must be changed. In addition to the federal and state regulations there is one more policy making body which directly affects California community college intercollegiate athletics. This is the State Athletic Committee.

The State Athletic Committee. The State Athletic Committee (SAC) establishes rules for the "athletic relations" between the various California community colleges. These rules are based upon policies adopted by the California Community and Junior College Association. The rules of the SAC are set forth in the "Athletic Code of the California Community and Junior College Association (1974)" which is referred to later in this study as the "Code." The following list of goals and objectives and policy of the SAC was taken from various sections of the Code (1974, pp. 5-6, 20). Any construction of goals and objectives or

policy for the administration of intercollegiate athletics in the community colleges of California would be affected by these provisions of the athletic committee Code:

1. Only the available facilities will be used for athletics.
2. The athletic program will be supported within the finances of the institution.
3. Facilities, staff, and finances for intercollegiate athletics will be in line with the other educational programs of the institution.
4. Athletics will be a part of the entire educational program.
5. There will be no excessive emphasis on winning games.
6. There will be no undue importance attached to gate receipts.
7. The athletic program will not become an end in itself.
8. The college will not become dependent upon a financial income from intercollegiate athletics.
9. The exploiting of athletes will be discouraged.
10. No scholarships will be given for athletic ability.
11. All athletes will make normal progress toward their educational objectives.
12. Athletes will comply with the college's attendance procedure.
13. "Every athletic team shall be under the direct supervision of a certificated staff person (p. 6)."
14. All coaches will have the same professional qualifications and responsibilities as the rest of the faculty.
15. All coaches will have the same faculty and tenure status as the rest of the instructional staff.

16. The salaries of coaches will be in line with the other members of the faculty.
17. The faculty load of the coach will be comparable with other faculty members.
18. The administrator of the college will supervise the athletic program with the same effort as any other program of the college.
19. The athletic policy will reflect *directly* the goals and objectives of the college.
20. If an outside community agency supports an athletic program, this will be considered overemphasis.
21. The athletic program will reach as many students as possible.
22. Proselyting, defined as recruiting an athlete from another community college district, will be prohibited.
23. Special privileges to athletes will be prohibited.
24. No one will be employed for the specific task of recruiting athletes.
25. "The participation of women in intercollegiate competition shall be limited to those sports which are considered as noncontact sports to include: Cross Country, Tennis, Golf, Track, Swimming, and Gymnastics. Contact sports are: Baseball, Football, Wrestling, Water Polo, Basketball, and Soccer (p. 7)."

As mentioned earlier, the Board of Governors of the California Community Colleges has not yet taken a role in the intercollegiate athletic programs of the community colleges of California which has allowed the SAC to retain control. A recent appellate court decision

concerning the California community colleges, however, contained the statement that "athletics is an integral part of the total instruction program (Guichard and Gallery, 1975, p. 1)." Since instruction is a vital function of the community college, the Board of Governors may begin to take greater interest in intercollegiate athletics. Athletics in the California community colleges are currently being administered by the SAC. If the Board of Governors does take an active part in the administration of intercollegiate athletics in the California community colleges, it feels that the following issues will have to be resolved:

1. Should the purpose of the athletic programs promote the development of athletes or student athletes?
2. Should the state regulate athletic programs instead of the current method of voluntary regulation through a state association?
3. Immediate concerns are eligibility (residency), transfer (residency), recruiting and leaguings (Guichard and Gallery, 1975, p. 1).

Concerning point two above, the Board of Governors of the California Community Colleges has indicated that they will have three alternatives:

1. The governing of athletics can remain status quo.
2. The governing of athletics can be recommended to the national level (again the case of four-year colleges), National Junior College Athletic Association (NJCAA).
3. The governing of athletics can be done by the Board (Guichard and Gallery, 1975, p. 3).

As can be surmised, if action is taken by the Board of Governors, there would be a far-reaching impact upon policy making at all levels of administration of the intercollegiate athletic programs of the community colleges of California.

The Values of Athletics to the Individual

There are many values from athletics that accrue to the individual participant. These values must be taken into consideration during the developing of any model to administer effectively community college intercollegiate athletics in California.

The members of the Educational Policies Commission (1954) wrote that a good athletic program develops the following traits in the individual athlete: (1) health and happiness, (2) physical skill, (3) emotional maturity, (4) social competence, and (5) moral values (p. 3). Blackburn and Nyikos (1974) wrote that athletics will develop the following characteristics in the individual: (1) sound mind in a sound body, (2) education of the emotions, (3) "release of the id and massage the ego," and (4) open higher education to those who might not otherwise go on to college (p. 110). Crase (1974) reported that athletics are a primary means of developing "habits, attitudes, and ideals requisite to ethical competition and effective cooperation in a free society (p. 99)"; and are a primary means to the healthful and wholesome fashioning of the leisure time of our citizens. He suggested that since athletics have a great appeal for our youth and have helped in the formation of character, they should be "included in the educational experience offered to all students in the schools and the colleges in the United States (p. 99)."

The Division for Girls and Women's Sports (1972) stated that athletic competition will enhance the following characteristics in the individual: (1) self esteem, (2) social interaction, (3) the pooling together of a team's efforts toward a common goal, (4) to enable the athlete to see the worth of the opponent, (5) self control, (6) fitness, and (7) personal and social value (p. 56). Kniker (1974) mentioned the

elements of: (1) controlling aggressive habits, (2) developing poise under pressure, (3) using leisure time more efficiently, (4) building character, (5) developing courage, (6) developing endurance, (7) developing patience, and (8) channelling aggressive behavior as advantages of being an athlete (p. 116). The Division for Girls and Women's Sports (1972) also stated:

The values to be derived from the competitive situation are not determined by the number of wins over opponents: rather, they result from the striving toward maximum effort and performance and the realization of individual and group achievements of worth accomplished through one's own efforts (p. 3).

"The one purpose of sports for girls and women is the good of those who play (The Division for Girls and Women's Sports, 1972, p. viii)." Schwank (1971) wrote "school and college officials should recognize that the welfare of the individual participants is paramount (p. 8)."

The above listed values are those which are generally found in the literature on athletic programs. What follows are perceptions which reflect the non-traditional views of many who are critical of the athletic scene. Haywood Hale Broun, a sports writer and commentator widely read in national publications and seen on nationwide television, wrote about the development of character in athletes. Quoted in Kniker (1974) he alleges that "sports do not build character, but reveal it (p. 118)." Glen Dickey, a newspaper columnist, considered controversial by many coaches, wrote in the San Francisco Chronicle concerning a slapping incident that a coach had with a player said "and thus, the values of college football are subverted, because the coach is made responsible for the wrong thing--winning-- instead of the character-building of the young men under him (Dickey, 1975, p. 48)." Two noted sports psychologists (Ogilvie and Tutko, 1971), after studying the behavior of thousands of

athletes, said that "sports do not build character (p. 120)." They did say, however, that "athletes display more positive qualities than the nonparticipants in athletics (p. 62)," but they attribute this to the ruthless selection process rather than the molding process (p. 61-63). Alley (1974) felt that an athletic program that has "for its fundamental purpose the winning of contests is inherently a weeding-out process in which most youngsters are inexorably forced into the bleachers (p. 104)." He also wrote that excellence should not be a goal for an athletic program because it means superiority over others and "any struggle for excellence dooms many to failure." He suggests that it is all right for surgeons in life and death situations to strive for excellence; but in the schools, we deal with the whole population (p. 105). Harry Edwards, a noted sports sociologist and black activist, wrote that it is a myth that athletics develops the following: (1) good character, (2) loyalty, (3) altruism, (4) social or self control, (5) opportunities for individual advancement, (6) physical fitness, (7) mental alertness, (8) educational achievement, (9) religiousity, and (10) nationalism (Edwards, 1973, pp. 318-329). Tutko (1971) says that the engrossment with "winning only" and being number one is a "sick preoccupation for scholastic sports." Students who have a real love for sports are being eliminated for not being "winners"; they are too "short, or too slow, or too weak (p. 100)." Alley (1974) mentions that athletics do not develop behavior processes. The only athletes who succeed are those who have special qualities to "survive a ruthless selection process (p. 103)." Kniker (1974) says that "coaches have a greater desire to succeed than do their players (p. 118)."

In this subsection of the review of the literature, the traditional views concerning the values of athletics to the individual have been expressed. The viewpoints of some of the controversial authors have also been presented. In some cases, there have been conflicts. In the questionnaire, the respondents are asked to give their opinion concerning these conflicts.

Relationships Between Intercollegiate Athletics and the College

A discussion of the relationships between intercollegiate athletics and the college is contained in this subsection of the review of the literature. It was revealed in the literature that there was diverse opinion regarding the articulation of athletics with the instructional programs of the academic institutions.

There was general agreement by authors that athletics must be a part of the curriculum, i.e., athletics must interface with the rest of the physical education program. Athletics must be available to as many people as possible. Some authors indicated that the relationships between the institution and the athletic program are not as healthy as they should be. While there was little disagreement that athletic events help to bring together people of divergent backgrounds either participating in or observing in a common cause, there are three problems that exist among the faculty as a result of athletics: (1) some faculty members, as a result of their own athletic experiences, stress competition in the classroom at the expense of the students; (2) the coaches become isolated from the rest of the educational community; and (3) coaches are held totally responsible for a program not completely under their control.

Schwank (1971) said that athletics must be made a part of the curriculum and should not exist as an entity apart from the rest of the instructional program (pp. 8-9). Elam (1974) wrote that the colleges must exercise "firm direction and control" over their intercollegiate athletic programs to insure that they remain a part of the total education program (p. 98). Athletics can "yeild valuable educational outcomes which contribute directly to the primary educational purposes of institutions of learning (Shea and Williams, p. vii)."

Alley (1974) wrote about the whole program in the area of physical education and athletics when he said that the best total program would be "a good athletic program . . . together with a good physical education program, a good intramural program and a good recreational sports program in the schools . . . {that} provides opportunities . . . {for} some degree of personal fulfillment (p. 113)." Alley (1974) also said that if the success of an athletic program is measured by the number of victories, there will be conflict between athletics and physical education. Physical education has as a philosophy the improvement of physical fitness in everyone. This goal cannot be reached if all the effort, money, time, and personnel go into working with the few who have the natural ability to excell in athletics (p. 104). Blackburn and Nyikos (1974) wrote that the athletic program is the "social glue" that binds a campus together. A successful athletic program will reduce "the irritation of idiological differences" between the administration and others on the campus. They said that attendance at athletic contests provides the "links across subcultures vital to the effective functioning of a multiversity (p. 110)." They point out that the faculty in general is pro athletics; and because of their own

participation in athletics when they were in college, members of the faculty create an atmosphere of deep competitive spirit in the classroom. Blackburn and Nyikos suggested that this is a negative outcome of the athletic program in that this spirit of competition does not belong in the classroom. "Rationally, big time football has no place at the university. Faculty people know this, almost without exception. So the contradiction between the aims and purposes of their school and its athletic practice causes great pain (p. 112)."

Massengale (1974) wrote about the isolation effect that athletics can have upon coaches; an effect which eventually permeates the entire faculty. The coach becomes isolated from the rest of the academic community. The coach feels that winning and coaching become his only duties. Massengale explained why this has happened and suggested that this outcome is a result of the system. A coach comes from the ranks of the athlete. Future coaches are educated by ex-athletes and receive promotions and advance through the ranks as a result of recommendations by established coaches. Their academic education is usually in physical education so they have little contact with other students in the field of education. They obtain jobs through "recommendation by others in the subculture." Their only affiliation with professional organizations are with those associated with coaching, not teaching. The rest of the academic community realizes this and a polarization begins to develop between the rest of the faculty and the coaches. As a result, coaches feel little loyalty toward the college; and view their job as being only temporary. If a coach is successful, he moves up the ladder. If he is not successful, he is fired (pp. 140-142).

Harry Edwards has been vocal about the role of the coach and the institution in the lives of the athlete. Massengale (1974) interpreted Edwards by writing:

Much of coaching's authoritarianism and inflexibility may be caused by the institutional demand that coaches assume total accountability for extremely uncertain situations. When coaches are held accountable for the total performance of a team, they demand complete authority to make any decisions necessary for team success (p. 142).

Since integration of the community college faculty is important, responses to this problem of coach, player, faculty relationships were solicited from the practitioners in the field by means of a survey instrument. These results were incorporated into the model found in Chapter 5.

There are some specific policies that have been recommended by various authors to correct some of the problems that have been pointed out. These policies were considered in the construction of the questionnaire that was sent to the sample:

1. "Sports and athletics are considered as a program in a total environment (Schwank, 1971, p. 7)."
2. Athletics are offered for the participant's own needs and goals and objectives (Schwank, 1971, p. 7), (Division for Girls and Women's Sports, 1972, pp. 7-18).
3. The policies for the athletic program should be consistent with the other policies of the college (Shea and Wiemen, 1967, p. viii), (Division for Girls and Women's Sports, 1972, pp. 7-18).

4. The program should be directed, coached, and officiated by qualified personnel (Division for Girls and Women's Sports, 1972, pp. 7-18).
5. There should be a diverse program that can reach as many participants as possible regardless of their age and ability (Division for Girls and Women's Sports, 1972, pp. 7-18), (Schwank, 1971, p. 9).
6. There should be both a varied extramural (intercollegiate athletics and club athletics) as well as an intramural program (Division for Girls and Women's Sports, 1972, pp. 7-18).
7. Financing of the athletic program should be a part of the entire institutional budget (Division for Girls and Women's Sports, 1972, pp. 7-18).
8. The extramural program should not be conducted at the expense of the intramural program. It should be conducted in combination with the intramural program (Division for Girls and Women's Sports, 1972, pp. 7-18).

The Value of Athletics to the Community

In this subsection of the review of the literature, there is a discussion of the values of athletics to the community. An important factor which affects athletics and is in turn affected by athletics is the community itself. The community supports the school as well as the athletic program. It is important that the members of the community are involved in the formulation of goals and objectives for the athletic program. The reasons for this are: (1) the athlete comes from the

community and when he is finished with athletics, he goes back into the community; and (2) the athletic program is partially supported by the community by attendance at the box office.

Spring (1974) wrote that athletics are "the major theater of our culture." He reported that years ago there were those who thought, that by sponsoring athletics, attendance at an athletic contest would be a means of "diffusing the discontent and unrest created by factory organization." He also said that these persons felt that sports are a "panacea for labor unrest, social discontent, the tedium of modern industrial life, and a faltering democratic spirit." Spring continued that the values that are learned on the athletic fields can be transferred to the factory, office, politics, and urban living in today's society. The original goal was mass participation; this goal has now become mass spectatorship (p. 114).

There are those who feel that the athletic program as it exists today reflects what society wants from its athletic contests. Crase (1974) quoted Bill Hall, past president of the National Association of Basketball Coaches:

Society has produced this system by its desire to win at all costs. Academic communities have tolerated it, and coaches, who should have faculty status but in most cases do not, have operated it (p. 101).

THE ELEMENTS OF THE ADMINISTRATIVE PROCESS THAT APPLY TO ATHLETICS

The purpose of this section of the review of the literature is to examine what the authorities have written concerning the administrative process that can be applied to the intercollegiate athletic programs of the community colleges of California. These elements were then

Incorporated into the construction of the questionnaire. This section is organized into two major subsections. The first part deals with the principles of administration, decision making, and the relevant concepts of organization. The second portion of this section is devoted to discussing the administrative structure of athletic programs that apply to the community colleges of California.

Barnard (1966) wrote of his concept of an organization which can be applied to an educational setting:

An organization comes into being when (1) there are persons able to communicate with each other, (2) who are willing to contribute action, (3) to accomplish a common purpose (pp. 96-97).

For this organization to function, it must have a purpose; and goals and objectives for the organization must be established. Who is to formulate the goals and objectives for a community college district, and how are they to be devised? Battelle's Center for Improved Education and the League for Innovation in the Community College, Los Angeles, California (1973), in a joint effort, attacked the problem of how to make the community college program more effective. They felt that the best way to govern a community college is through participative management. First, they defined the educational community as the faculty, board members, administrators, students, and the community at large. "In participative management, members of the educational community cooperate in formulating educational objectives and in deciding on methods for accomplishing the objectives (p. 8)." Knezevich (1969) wrote about the proper approach to be used to carry out the goals and objectives of a school district. He recommended the systems approach. Knezevich said that "the systems approach to school administration pays special

attention to goals. It is a way of thinking, a mental frame of reference within which planning, organizing, and controlling operations are performed (p. 9)."

Fowlkes (1969) writing in the introduction of Knezevich's book, Administration of Public Education, spoke of further administrative procedure. "The educational administrative officers are called upon to interpret and present what seems to be the best educational program for a given political unit . . . (and they) serve as . . . professional consultant(s)." Fowlkes then wrote about how policy is developed from the goals and objectives of the institution:

Educational policy for the given unit involved is developed and officially established by the given administrative board. After the establishment of educational policy, the educational administrator--continuing in the role of the professional consultant--is expected to make recommendations for plans necessary to carry out the educational policy that has been adopted. He must then assume responsibility for managing and directing the educational program (p. ix).

The community college administrative process is one in which the entire educational community is involved. Knezevich (1969) defined school administration as a "social process concerned with creating, maintaining, controlling, and unifying formally and informally organized human and material energies within a unified system designed to accomplish predetermined objectives (p. 11)." Intercollegiate athletic programs, as part of the total community college setting, is a part of this social process.

The Administrative Process

Principles of Administration. Many authors have used descriptive terms to represent the functions of the administrator. Knezevich (1969) abstracted from the literature the descriptive terms used by various

authors to describe these functions. Fayol (1916) proposed that the administrator was concerned with: (1) planning, (2) organizing, (3) commanding, (4) coordinating, and (5) controlling. Gulick and Urwick (1937) stated that the function of the administrator was:

(1) planning, (2) organizing, (3) staffing, (4) directing, (5) coordinating, (6) reporting, and (7) budgeting. Sears (1950) suggested that the administrator performed the following functions: (1) planning, (2) allocating, (3) directing, (4) coordinating, and (5) controlling.

Gregg (1957) wrote that the administrative functions were: (1) decision making, (2) planning, (3) organizing, (4) communicating, (5) influencing, (6) coordinating, and (7) evaluating. Knezevich (1969) described his perception of the administrative processes: (1) planning, (2) organizing, (3) directing or stimulating, (4) coordinating, (5) controlling or appraising, and (6) decision making (pp. 27-33). Marks (1971) substituted the word *surveying* for the word *planning* in Gulick and Urwick's taxonomy as a method of how the supervisor was to organize a supervisory program (p. 117).

Morphet (1967), writing about the principles of administration as interpreted above by Knezevich, said that "these {principles} cannot be considered as scientifically determined but rather as operating rules of thumb which have been developed largely from experience (p. 84)."

Wilson (1966) discussed the taxonomy of Gulick and Urwick. He noted that the acronym PODSCoRB, which is familiar to most students of educational administration, served for years as a "handy device for recalling the elements of administration on the final examination (p. 4)." Morphet continued to discuss taxonomies for the administrative process by saying that "Fayol and Gulick did not really present any theoretical formulation.

They only described what they had observed about administration in accordance with certain functional classifications of administrative processes (p. 90)."

Morphet wrote that "Griffiths' approach to the study of administration is an example of the modern scientific methods being used in the study of administration as contrasted with the work of Fayol and Gulick (p. 90)." Morphet continued by writing that the "central process of administration is decision making (p. 90)." Griffiths (1959) listed the following aspects of decision making:

1. Recognize, define, and limit the problem.
2. Analyze and evaluate the problem.
3. Establish criteria or standards by which solution will be evaluated or judged as acceptable and adequate to the need.
4. Collect data.
5. Formulate and select the preferred solution or solutions.
Test them in advance.
6. Put into effect the preferred solution.
 - a. Program the solution.
 - b. Control the activities in the program.
 - c. Evaluate the results and the process (p. 113).

In contrasting the work of Gulick and Urwick with Griffiths in the area of the principles of administration, Morphet (1967) wrote:

Gulick saw administration as the process of planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Griffiths presented his assumptions, stated his hypotheses, which can be tested, and stated his conclusions in the framework of a theoretical formulation (p. 90).

Even though there is divergent opinion by the authorities concerning the theoretical foundation in educational administration of the acronym PODSCoRB, the taxonomy of Gulick and Urwick was selected as the framework for the delineation of the administrative behavior used in the building of the model resulting from this study. This model is not solely a theoretical one, but it is a pragmatic model that is designed for use by practitioners in the field.

Concepts of Organization and Administration. Morphet (1967)

wrote about the purpose of an educational organization by saying that "the ultimate purpose of an organization is not to establish conditions that will increase administrative efficiency but to establish conditions that will enhance the effectiveness of the organization in attaining its goals (p. 93)." Two of the authors (Miller, 1965; and Morphet, 1967) proposed concepts of organization and administration that were used in the construction of the questionnaire. These concepts are similar and apply to schools in general and intercollegiate athletics in particular.

Miller (1965) stated eleven concepts of organization and administration of school systems that apply to the athletic programs of the California community colleges. Miller wrote that the effectiveness of an organization is enhanced in the following ways:

1. By clear definition of goals and purpose.
2. By every person in the organization knowing to whom and for what he is responsible.
3. By superordinates delegating authority to subordinates.
4. By the division of labor and task specialization.
5. By the development of standard procedures for routine administrative operation.
6. By assigning to each administrator no greater a number of persons than he can directly supervise.
7. By continuing policies and programs until results can be evaluated.
8. By making provision for innovation and change.
9. By the organization providing security for its members.

10. By personnel policies, which include selecting the competent, training the inexperienced, eliminating the incompetent, and providing incentives for all members of the organization.
11. By providing not only for evaluating the products of the organization but also the organization itself (pp. 193-237).

Morphet (1967) listed his eleven concepts of organization and administration:

Single Executive. The effectiveness of an organization is enhanced by having a single executive head.

Unity of Purpose. The effectiveness of an organization is enhanced by clear definition of goals and purpose.

Unity of Command. The effectiveness of an organization is enhanced when every person in the organization knows to whom and for what he is responsible.

Delegation of Authority and Responsibility. The effectiveness of an organization is enhanced when superordinates delegate authority to subordinates.

Division of Labor. The effectiveness of an organization is enhanced by the division of labor and task specialization.

Standardization. The effectiveness of an organization is enhanced by the development of standardized procedures for routine administrative operation.

Span of Control. The effectiveness of an organization is enhanced by assigning to each administrator no greater a number of persons than he can directly supervise.

Stability. The effectiveness of an organization is enhanced by continuing policies and programs until results can be evaluated.

Flexibility. The effectiveness of an organization is enhanced when it makes provision for innovation and change.

Security. The effectiveness of an organization is enhanced when the organization provides security for its members.

Personnel Policies. The effectiveness of an organization is enhanced by personnel policies, which include selecting the competent, training the inexperienced, eliminating the incompetent, and providing incentives for all members of the organization (pp. 93-98).

The Administrative Structure of Community College Athletics

In the previous subsection of this review of the literature a description appeared of some general concepts of organization and administration which apply to any organization educational or otherwise. This part of the study contains a description of administrative structure as it can be applied to community college athletics in California.

Knezevich (1969) wrote his impression of what he felt the administrator's mission was. He said that "the administrator is a strategist with primary responsibility for orienting the resources of the institution toward its dynamic ever-changing goals (p. 9)." Blackburn (1974) wrote concerning the administrator's authority and responsibility. He said that some colleges have had to fight off outside groups and also coaches to "preserve academic control of the activity (p. 113)."

The organizational framework of the physical education and athletic program contain: (1) physical education instruction, (2) intramurals, (3) club activity (competition between schools on an informal basis), and (4) intercollegiate athletics. Figure 1 depicts the model that was widely circulated at the Second National Athletic Directors Conference held in Louisville, Kentucky, on March 22-23, 1962. This model has subsequently been used as a standard by the profession of physical educators and coaches and administrators of athletics. As can be seen by viewing the model, the broad basis for the entire program is in physical education which emphasizes competition within the class.

As the student strives for more competition, he moves into the intramural program which is competition on a school wide basis. The athlete might want to compete with others outside his own college, but not on a regular basis. This is the function of a club activity. Examples of club activities are soccer, sailing, or rodeo which are being played in some of the community colleges of California. There are no conferences and no regular schedules, yet competition is present. The apex of the triangle is the intercollegiate athletic program which functions with regular schedules, college conferences, and state championships. These intercollegiate athletics are regulated at the state level by the State Athletic Committee of the California Community and Junior College Association.

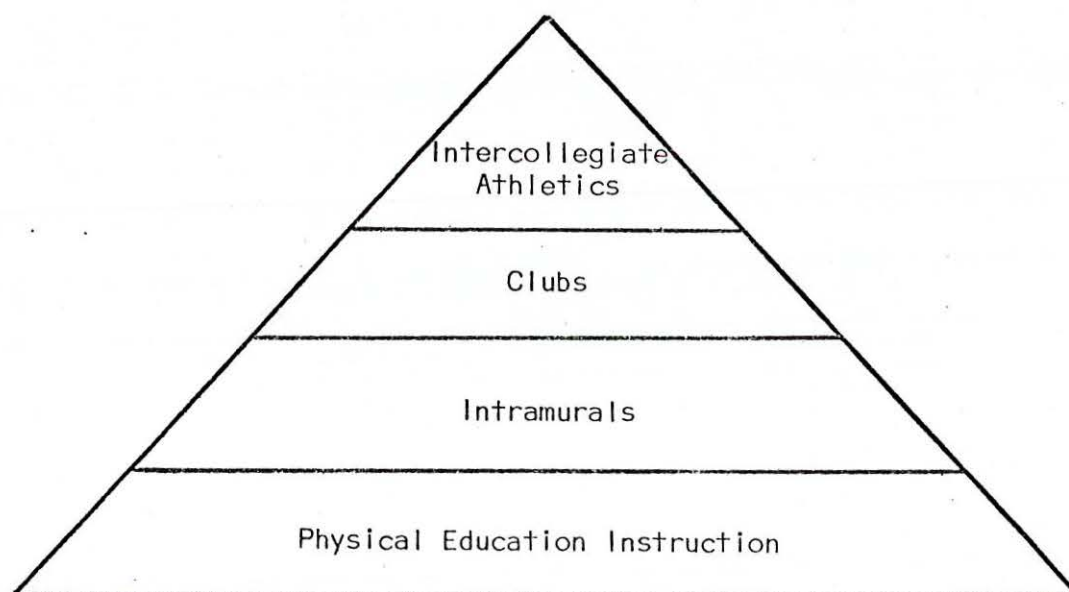


Figure 1. The Organizational Framework of the Physical Education and Athletic Program (From Schwank, "The Role of Athletics in Education," 1971).

This part of the review of the literature contains a discussion of the responsibilities of the various administrators associated with the athletic program. The roles of the chief administrative officer, the athletic committee, and the athletic director are analyzed.

The Chief Administrative Officer. The chief administrative officer at a community college holds the title of: (1) the president, (2) the superintendent, or (3) the superintendent-president. Shea and Weiman (1967) wrote probably the most important statement of responsibility that applies to any educational institution concerning athletics. They said that "the chief administrative officer is ultimately responsible for the wholesome conduct of intercollegiate athletics in his institution (p. 59)." Shea and Weiman continue by saying that the most important athletic policy is the one concerning the institutional control and responsibility of the program (p. 60).

The president must make sure that a "competent, full-fledged educator is appointed to administer the program of athletics in his institution. . . . He can then hold him accountable for qualitative adherence to established principles and practices in the field of competitive sports and in education." Any faculty councils which are appointed to review or recommend should have only advisory not decision making capabilities (p. 68). The decision-making role of the president is the most prominent when "irregularities in administration become a public affair. Such is the price of ultimate responsibility (p. 62)." The dominant influence is always that of the president; and, therefore, he must remain informed. The athletic director is the one responsible for the day-to-day operation of the program and is the logical source for information (p. 64-65).

Shea and Weiman (1967) suggest that their policy on institutional control and responsibility:

provides the means of supplying students with wholesome, worthwhile educational experiences without hypocrisy, subterfuge, and dishonesty which sometimes surround attempts to control athletics by means of a never-ending and constantly changing list of rules and regulations designed to meet situations as they occur from year to year (p. 67).

Committee on Athletics. In this day of accountability, advisory committees have become more prominent on the scene in the educational community. However, there is concern that athletic committees are not appropriate at the community college level in California. Shea and Weiman wrote about what the composition and functions of an athletic committee should be. Their description was designed to be used at the university level, but it was easy to apply it to the community college.

Shea and Weiman (1967) classified the four types of athletic committees found in colleges: (1) policy forming or legislative, (2) judicial, (3) advisory or consultative, and (4) research or investigational (p. 79). They also listed the five most important functions of an athletic committee:

1. They permit faculty participation in the determination and maintenance of high standards of performance by the institution in this specialized area.
2. If democratically developed and representative of the faculty, students, alumni, and administration, they serve to bring considered opinion from all parts of the college . . . community to bear upon matters of athletic policy and administration.
3. They permit a close liaison with faculty, students, alumni, and administration and aid in establishing a two-way channel for discussion and representative thinking.

4. They serve as resource groups which can study important matters involving the administration of intercollegiate athletics and make recommendations to appropriate authorities.
5. They serve to 'advise and guide' the chief executive officer of the institution in matters relating to athletics and may initiate statements of policy (pp. 80-81).

The Athletic Director. The athletic director is responsible for the day to day functioning of the athletic department. His power varies from institution to institution. In referring to the importance of the athletic committee in many situations, Blackburn wrote that the "athletic director's power has achieved levels that make the faculty role appear little more than that of the undignified rubber stamp (1974, p. 113)." Schwank (1971) listed the duties of the athletic director:

The administrator of athletics in a college is in charge of finances; responsible for maintaining equipment and supplies; is a personnel manager for a large and varied staff; involved in public relations in the community and with students; concerned for the health of athletes; coordinator of events for both small and large audiences; and manager of facilities involving both buildings and outside playing areas (p. 1).

Voltmer and Esslinger (1963) stated some athletic departments are separate from the physical education division and others are part of the physical education division. If a part of the physical education division, the athletic director reports to the chairman of the division. If the departments are separate, the athletic director reports directly to the president. Voltmer and Esslinger agreed with the duties that were listed by Schwank, but they also set forth some additional ones: scheduling, contracts, and eligibility lists (p. 239). Bucher (1967) wrote that in addition to the above, the athletic director has the additional responsibility for determining the eligibility of players (p. 408). Rice (1959)

added the following important phrase to the responsibility of the athletic director: "the well being of the student (p. 31)." Hughes and French (1964) concur with the duties listed above (Chapters 14, 15, 16). Stanley (1962) wrote that the most important duty of an athletic director is the selection of coaches (p. 39).

Forsythe (1965) wrote the following qualifications for the athletic director:

1. He must have a complete understanding of the athletic policy of the school administration. He should be sure that his thinking and objectives are in accord with the program desired by those to whom he is responsible.
2. He must possess sufficient interest in, and knowledge of, all the sports included in his school's athletic program, in order to know their needs and deal with them intelligently.
3. He should be qualified to conduct efficiently the business details involved in athletics.
4. He must maintain a school administration that involves an approved relationship with community leaders who have legitimate interests in the success of the school's athletic program.
5. He should fit into the school and faculty activities in a genuine manner. To expect support for the athletic program from other departments of the school, the athletic director must give his support to their progress (p. 10).

THE TYPES AND FUNCTIONS OF MODELS

The text of the study to this point has been concerned with the following: (1) demonstrating that a problem exists; (2) limiting the study; and (3) examining the literature to see what authorities have identified as the goals and objectives, policies, and administrative procedures necessary to administer effectively the intercollegiate athletic program at the community colleges of California. This major section is devoted to examining how to implement the policies of the

community college athletic program. It is proposed that a model is a guide to the efficient management of an athletic department. "Models are a bridge between the purely abstract and the practical (Knezevich, 1969, p. 524)."

Van Dalen (1973) defined the term model. He wrote that "models are simplified or familiar structures which are used to gain insights into phenomena (p. 53)." "A model is a representation of reality, that is, a simplified version of the real world containing only those aspects which are important to better understanding or control (Knezevich, 1969, p. 525)." Van Dalen (1973) said that there is an absence of a great deal of information in the body of knowledge concerning education because of a "lack of a model that conceptualizes all the major input elements and the combinational interactions of them that affect the major output elements of the educational process (p. 454)."

There are many divergent ways to classify models.

di Roccaferrera (1964) lists and describes seven types of models:

Iconic Model. The iconic model is a pictorial representation of a system, such as a photograph, or a physical model such as a miniature airplane in a wind tunnel These kinds of models are called iconic because they are 'look-alike' items that must be understood and interpreted. A model can be 'scaled down' when the dimensions of the model are smaller than those of the real item The model is said to be 'scaled up' when it is bigger than the real item Commonly, an iconic model represents a static event. Characteristics that are not considered in the analysis for which the model is constructed are not included in the model Another feature of the iconic model is its dimensions, i.e., two dimensions (photos, blueprints, maps), or three dimensions (small airplane, globe, atom). When a model surpasses the third dimension, it is no longer possible to construct it physically, so it belongs to a separate category of models known as symbolic or mathematical.

Analogue Model. There is no look-alike gadget A network of pipes through which a flow of water is running could be used as a parallel for understanding the distribution of electrical currents Graphs on arithmetic or log paper are analogue models. Demand curves, frequency distribution curves in statistics, and flow charts in production control are analogue models of the behavior of events. Analogue models can represent dynamic situations, and they are customarily used more than iconic models because of their vast capacity to depict the characteristics of the phenomenon or event under consideration.

Symbolic Model. . . or mathematic model, the components of an event and their relationships are expressed by mathematical symbols. It is not true that it is always possible to depict an event in mathematical formulation.

Combined Analogue and Symbolic Model. . . analogue models described by means of mathematic symbols may belong to both classes. For example, the simulation model is of the analogue type but uses formulas.

Functional Model. Models may be grouped according to the function performed. A function may serve to acquaint the analyst with such things as an organization chart representing the organization of a firm, a schedule indicating a sequence of operations, tables carrying data exhibiting the behavior of a phenomenon, or blueprints depicting layouts. Even books may be considered as falling into this category.

Quantitative Model. . . . has the possibility of measuring or helping in observations. The theory of scaling, which is based upon the graphic language of measurement of physical quantities, makes large use of models. A yardstick, a unit of measurement of length, volume, degree of temperature, or intensity of light are quantitative of measurement models. For instance, a filing system for arranging books in a library is a measurement model, and all classification systems fall into this category. In this category are included the transformation models, which are those that help in converting a measurement made in one scale to a measurement made in a different scale. For example, centimeters and inches may be related by a transformation model to allow one to determine measurement from one scale to another. The so-called test models . . . are "standards" against which measurements and performances are compared.

Qualitative Model. Models may be classified by the subject described. If the assortment is made by gathering all models pertaining to business it could be said that they are "business models." . . . When a quantitative or a qualitative model provides the necessary useful elements for understanding, measuring, or evaluating a real problem, it has reached its principal objective, that is, it has become a factual tool for analysis (pp.21-24).

Bross (1953) suggested that there are four types of models:

(1) physical models, (2) abstract or verbal models, (3) symbolic models, and (4) mathematical models (pp. 162-166). Knezevich (1969) wrote that a model can be classified as a: (1) iconic model, (2) analog model, (3) function model, (4) quantitative model, or (5) qualitative model (p. 528). He mentioned three examples of models in educational administration: (1) an accounting model, (2) a building model, and (3) a decision-making model (p. 529). The study of models was included in this review of the literature because this study resulted in the design of a model for the administration of intercollegiate athletics in the community colleges of California.

Bross (1953), in describing why models are so popular, wrote that they are the "most successful predicting systems so far produced. . . . It is simply a matter of going along with a winner (p. 169)." He further suggested that a model provides a very neat frame of reference to consider a problem; the model can suggest gaps in the conception of the problem (p. 170). He also mentioned that sometimes symbolic language cannot be completely manipulated. He noted that a danger in the use of models is that the user sometimes becomes so attached to the model that he thinks that it is the real world (p. 177).

Knezevich (1969) wrote that "sooner or later the model must be tested in the world of reality (p. 526)." Bross (1953) said that "the test of the model acknowledges . . . the supremacy of the real world. If the model fails to predict what will happen in the real world, it is the model that must give way (p. 172)."

Models "enable us to reduce, even if we cannot eliminate, the margin of error in administrative decisions (Knezevich, 1969, p. 526)."

SUMMARY

There was a great deal of support found in the literature concerning the need for devising goals and objectives for athletics. The most common goals and objectives that were found dealt with the values of athletics to the individual participant, his school, and to the community. The greatest difference in opinion came in the area of the values of athletics to the individual. The traditionalists have viewed athletics as being entirely beneficial to the athlete. The controversial writer, however, has pointed out pitfalls that have occurred in the athletic system as it is tolerated by the public today. It has been demonstrated in this review of the literature that there are many underlying legal constraints that must be considered and that will effect the construction of goals and objectives for the intercollegiate athletic programs of the community colleges of California. The spectrum of comment by the authors was considered in the formulation of the questions for the survey instrument. The views of the practitioners in the field were then sought in the areas of both the convergent ideas as well as the divergent thoughts. Because the model for the effective administration of intercollegiate athletics is to be a functional one, the goals and objectives that apply to all community colleges of California were spelled out. Only then could policy be devised--line and staff be constructed.

There was general agreement by the authorities in the literature as to the administrative procedures that can be applied to intercollegiate athletics. The descriptive terms that were used to suggest the functions of the intercollegiate athletic administrator were derived from Gulick and Urwick's acronym PODSCoRB. The functions of the chief administrative

officer, the athletic committee, and the athletic director were also described. It was demonstrated that there was a lack of and a need for a model for the effective administration of intercollegiate athletics in the community colleges of California. The different forms and functions of models were described. There are many ways that models can be classified and the one that results from this study can be described in more than one way.

Chapter 3

THE DESIGN AND PROCEDURES OF THE STUDY

The purpose of this study was to construct a model for the administration of intercollegiate athletics in the community colleges of California. The design and procedures of the study to accomplish this purpose are outlined in this chapter. These procedural steps are discussed under the following headings: (1) review of the literature, (2) the population and sample selection, (3) the survey instrument, and (4) data analysis.

REVIEW OF THE LITERATURE

The relevant books, periodicals, journals, and unpublished materials were reviewed in order to seek the answers to the following questions: (1) what are the goals and objectives of the intercollegiate athletic programs, (2) how are these programs administered, and (3) what are the nature and functions of models?

The reasons for this organizational pattern is that in order to construct a model for the effective administration of intercollegiate athletics, the underlying goals and objectives of the program must be determined. The goals and objectives that the authors identified in the literature were in turn placed in question form and presented to practioners in the field for evaluation. In the conclusions of this

study, an administrative model is presented; therefore, a review of the administrative procedures that were applicable to intercollegiate athletics was appropriate. A study of the nature and functions of models was necessary in order that the model constructed would have a suitable structure for this study.

THE POPULATION AND SAMPLE SELECTION

The population was defined as all of the public community colleges of California which offer intercollegiate athletics. The sample consisted of the president, the athletic director, and three coaches selected from twenty of the ninety-three community colleges in California which comprise the population. The presidents, athletic directors, and coaches were the administrators selected to respond to the instrument because they function in a direct line relationship. In order to develop a model for the effective administration of intercollegiate athletics, the opinions of the practitioners in the field who were administrators of athletics were sought concerning the validity of various statements based upon the review of the literature.

Sax (1969) described the method by which the investigator could draw a "representative sample . . . in a random, unbiased manner (p. 131)." He wrote that: (1) the population must be defined, (2) the sample selected, and (3) the population's parameters estimated using the results from the statistical testing of the sample (p. 132). The size of the sample was determined by considering three factors mentioned by Sax: (1) the accuracy needed, (2) the cost involved, and (3) the homogeneity of the population (p. 132).

The sample was selected in the following manner: (1) the ninety-three community colleges which comprised the population were ranked in alphabetical order and twenty of these colleges were selected as the sample colleges by the use of tables of random numbers; (2) the presidents and athletic directors at these sample colleges became a part of the sample; and (3) the coaches at each of the sample colleges were ranked as they appeared in the 1974-1975 California Coaching Guide (Barnes, 1974, pp. 116-128), and then the tables of random numbers were used in the selection of the three coaches from each of the sample colleges.

THE SURVEY INSTRUMENT

The survey instrument selected to collect data from the sample of practitioners in the field was the questionnaire. This questionnaire was designed to "elicit the feelings, beliefs, experiences, or activities of respondents (Sax, 1969, p. 214)." Hayman (1968) wrote that the questionnaire was "especially useful in obtaining information from sizable groups, and it can result in great savings when members of the group are widely separated geographically (p. 68)." Sax (1969) wrote that the instrument is economical both in expense and in time. Each respondent receives exactly the same questions and in the same form (pp. 214-215).

Purpose

The purpose of the questionnaire was to elicit responses as to the opinion of the practitioners in the field concerning the various elements of the administration of intercollegiate athletics as identified in the literature. The questionnaire (Appendix C) was divided into four parts.

An explanation of the purpose of the questionnaire and directions for the answering of the questions comprised Part 1. Part 2 of the Instrument contained a request for the respondents to provide demographic data concerning the administrative procedures of their college so that the sample could be adequately described. A complete description of the sample was necessary in order that external validity for the study could be established. In support of this, Hayman (1968) wrote that to be useful "findings must be generalized to a setting larger than that from which they were derived. Results which can be generalized are said to have high external validity (p. 39)."

The purpose of Part 3 of the questionnaire was to ascertain whether the administrators of intercollegiate athletics in the field agreed or disagreed with the authors cited in the review of the literature concerning desirable goals and objectives and administrative procedures for their programs. Part 4 of the instrument contained these three assumptions, in question form, that were first stated in the introduction to the study:

1. Do you feel that intercollegiate athletics have a place in the curriculum of the community colleges of California?
2. Does your community college have basic policy statements of goals and objectives concerning your intercollegiate athletic program?
3. Does your community college have a written model or plan for the administration of your intercollegiate athletic program?

The participant was asked to respond "yes" or "no" to whether he felt that the statement was true or false at his college. These results were considered as a test of the assumptions for this study.

Validation

The investigator's dissertation committee served as a jury to guarantee that the questionnaire possessed adequate content validity. This group of experts was asked to "rate the extent to which each item on . . . (the) . . . questionnaire . . . (appeared) . . . to measure some universe of opinion, attitude, or belief (Sax, 1969, p. 232)." They were also asked to comment on the "representativeness or sampling adequacy of the content--the substance, the matter, the topics--of . . . (the) . . . measuring instrument (Kerlinger, 1973, p. 458)." All of the discrepancies that were revealed by the jury were noted and a revised draft of the questionnaire was prepared for pilot testing.

Sax (1969) wrote that "before a final form of the questionnaire is constructed, it is of advantage to conduct a pilot study to determine if the items are yielding the kind of information that is needed (p. 228)." The community college selected to pilot test the instrument was San Joaquin Delta College, Stockton, California. The President-Superintendent Joseph L. Blanchard, the Director of Athletics Ernie Marcopulos, and three instructor-coaches--June Downer, Merv Smith, and William K. Anttila--agreed in advance to participate in the pilot testing of the instrument. They were asked to respond to each element of the questionnaire and to comment on any discrepancies they felt existed. These comments were noted and the final draft of the instrument was made.

Administration

A cover letter (Appendix A) was written that explained the purpose of the questionnaire, the composition of the sample, the importance of the study, and the method of distributing the results. This cover letter, the questionnaire, and an addressed, stamped, return envelope were mailed to the twenty presidents, twenty athletic directors, and sixty coaches who were selected to participate. Those members of the sample who did not return their questionnaire within fourteen days were sent additional questionnaires accompanied with a cover letter and an addressed, stamped, return envelope. After the second mailing, the total response from the sample was considered adequate to proceed with the statistical testing of the data.

DATA ANALYSES

The data collected from Part 2 of the questionnaire, concerning the sample information, are found tabled in percentage form in Chapter 4.

The data from Part 3 of the questionnaire is also found tabled in percentage form in Chapter 4. Any goal, objective, or policy agreed to by seventy percent or more of the practitioners in the field were included in the model.¹ These data were also submitted to a χ^2 test for

¹The third section of the questionnaire, that is found in Appendix C, has displayed five possible responses to each statement: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree. The percentage test was designed to measure: (1) agree, (2) undecided, and (3) disagree. For this test, the cells of the paradigm were collapsed to a 3 X 3 matrix that is found in the tables in Chapter 4. In order to perform a χ^2 test for three independent samples, the paradigm had to be further collapsed to a 2 X 3 matrix incorporating one-half of the undecided responses in the agree cells and one-half of the undecided responses in the disagree cells. This is the reason that the terms strongly agree and strongly disagree do not appear in the analyses of the data.

three independent samples. This statistical test was performed to ascertain whether there were any significant differences as to how the three groups perceived these goals, objectives, or policies. The three groups consisted of the presidents, the athletic directors, and the coaches.

It was not possible to specify the functional form of the distribution of the population. A normal underlying distribution of the variables involved in the study could not be ascertained. Since there was one treatment of three groups involved in each test, the underlying probability distribution was continuous, the data contained nominal measurement, and there was random assignment of treatment levels, the χ^2 test for three independent samples (Siegel, 1956, pp. 175-179) was selected as the appropriate statistical test. Any significant difference between how these three groups perceived these goals, objectives, or policies are noted in Chapter 4 and are discussed in the Conclusions section of Chapter 5.

The assumptions which were stated in Chapter 1 were repeated in the survey instrument in question form in Part 4. The results of the validation of these assumptions do not appear in the final model. They are important, however, because they lend support for the undertaking of the study itself. The answers to the assumptions were statistically treated by group and the results are found in percentage tables in Chapter 4. A positive response of 50 percent or more by a group deemed the assumption valid.

SUMMARY

In this chapter, there has been a discussion of the design and procedures used in this study. The results of Part 2, Part 3, and

Part 4 of the instrument were submitted to statistical tests and are tabulated in Chapter 4. Chapter 5 of the study consists of the conclusions derived from the findings of the study presented in Chapter 4, the development of the model, the summary of the study, and recommendations for further study. The goals and objectives which were identified as desirable in the literature and further validated by practitioners in the field were incorporated into the final model's design. Also included in the representation of the model were accepted administrative procedures. In Chapter 4, there appears, in depth, the findings of this study.

Chapter 4

FINDINGS OF THE STUDY

The data collected from a sample of presidents, athletic directors, and coaches in the California community colleges concerning their opinions of the correct administrative procedures for the community college intercollegiate athletic programs are presented and discussed in this chapter. The chapter is organized in four sections: (1) analyses of the sample; (2) validation of the goals, objectives, and administrative procedures used for intercollegiate athletic programs; (3) validation of assumptions; and (4) summary of the findings.

ANALYSES OF THE SAMPLE

A random sample was taken of twenty of the ninety-three California community colleges that offer intercollegiate athletic programs. A questionnaire was mailed to the president, the athletic director, and three coaches selected at random from each of these twenty community colleges.

The first part of the questionnaire contained an explanation of the purpose of the instrument. The second part of the questionnaire included a request for information concerning the respondent's college. The questionnaire may be found in Appendix C. The average daily attendance (ADA) of the sample colleges was obtained from Barnes (1974) and is presented in Table 1. The colleges in the sample are grouped into the

following categories: (1) less than 2,000 ADA were identified as small schools; (2) from 2,000 through 5,000 ADA are called average sized schools; and (3) schools over 5,000 ADA are named large schools. The sample selected consisted of two schools of less than 2,000 ADA, seven colleges that contain an ADA of between 2,000 and 5,000, and eleven colleges with an ADA of over 5,000. From the sample of twenty community colleges, sixteen presidents (80%), seventeen athletic directors (85%), and forty-eight out of sixty coaches (80%) responded. Eighty-one percent of the total of the questionnaires that were mailed out were returned. A summary of this information is also found in Table 1.

Table 1. The Average Daily Attendance (ADA) of the Colleges that Comprised the Sample and the Number of Questionnaires Returned by the Three Groups Consisting of the Presidents, the Athletic Directors, and the Coaches.

ADA	Questionnaires Returned				Total
	Sample	President	Ath Dir	Coaches	
Less than 2,000 (Small School)	2	2	2	5	9
2,000 - 5,000 (Average School)	7	5	5	16	26
Over 5,000 (Large School)	11	9	10	27	46
Total Mailings		20	20	60	100
Total Returns		16	17	48	81
Percent Returned		80	85	80	81

Question 1: The Administrator
to Whom the Athletic
Director Reports

The respondents were asked to identify the administrator to whom the director of athletics directly reports at their community college. Seventy-seven of the eighty-one participants in this study responded. Nine (12%) replied that the athletic director in their school reported to the president. Four (5%) replied that the athletic director directly reported to the vice president. The greatest number, thirty-eight (49%), of the responses indicated the athletic director reports to the dean of students. Nine (12%) of the respondents answered that the athletic director reports to the dean of instruction; four (5%) said the chairperson of the physical education division; and thirteen (17%) listed other administrators or combinations of administrators. These results are found in Table 2.

Table 2. The Administrator to Whom the Director of Athletics Directly Reports at the Respondent's College.

Administrator	Respondents			Total	%
	President	Ath Dir	Coaches		
President	2	2	5	9	12
Vice President		1	3	4	5
Dean of Stud.	10	7	21	38	49
Dean of Inst.	2	2	5	9	12
PE Chairperson	2		2	4	5
Other		4	9	13	17
Total	16	16	45	77	100

Question 2: The Administrator
to Whom the Athletic Director
Should Report

The respondents were asked to identify the administrator to whom the director of athletics should directly report in their community college. Seventy-five of the eighty-one respondents replied to this question. Twenty-two (29%) of the respondents said that the athletic director should report to the president; three (4%) said the vice president. The largest number, twenty-eight (37%), responded that the athletic director should report to the dean of students. Eleven (15%) replied that the athletic director should report to the dean of instruction; four (5%) said the physical education chairperson; and seven (10%) listed other choices. These results are found in Table 3.

Table 3. The Administrator to Whom the Director of Athletics Should Directly Report at the Respondent's College.

Administrator	Respondents			Total	%
	President	Ath Dir	Coaches		
President	2	5	15	22	29
Vice President		1	2	3	4
Dean of Stud.	11	6	11	28	37
Dean of Inst.	2	3	6	11	15
PE Chairperson	1		3	4	5
Other		1	6	7	10
Total	16	16	43	75	100

Question 3: Statement of Goals
and Objectives in
Catalogue or Handbook

The practitioners in the field were asked to respond to the question: Is there a statement of goals and objectives of the inter-collegiate athletic program in your college catalogue or student handbook? Three respondents did not answer this question. Forty-five (58%) of the respondents said yes. Thirty-three (42%) replied no. These results are found in Table 4.

Table 4. The Presence of a Statement of Goals and Objectives of the Intercollegiate Athletic Program in the Respondent's College Catalogue or Student Handbook.

Response	Respondents			Total	%
	President	Ath Dir	Coaches		
Yes	8	10	27	45	58
No	8	7	18	33	42
Total	16	17	45	78	100

Question 4: Sports Information
Director in the Community
College

The members of the sample were asked to respond to the question: do you have a sports information director? Two respondents did not reply to this question. Forty-three (54%) of the school personnel replied yes to this question. Thirty-six (46%) responded no. These results are found in Table 5.

Table 5. The Presence of a Sports Information Director at the Respondent's College.

Response	Respondents			Total	%
	President	Ath Dir	Coaches		
Yes	8	11	24	43	54
No	8	6	22	36	46
Total	16	17	46	79	100

The following generalizations were made concerning the demographic data that is reported in this section: (1) all sizes of community colleges from all geographical areas in California were represented in the sample; (2) at least one response was received from each of the twenty community colleges in the sample; (3) eighty-one percent of the questionnaires that were mailed out were answered and then returned; (4) there were inconsistencies concerning how the president, the athletic director, and the coaches at each of the community colleges perceived to whom their athletic director reports; (5) there are instances where there is a difference of opinion between the president, the athletic director, and the coaches at some of the community colleges as to if a statement of goals and objectives of their intercollegiate athletic program is present in their college catalogue or student handbook; and (6) at some of the colleges, there was a difference of opinion between the president, the athletic director, and the coaches as to if a sports information director existed at their college. In Chapter 5, these generalizations are discussed further, conclusions are drawn, and recommendations are made.

VALIDATION OF THE GOALS, OBJECTIVES, AND ADMINISTRATIVE
PROCEDURES USED FOR INTERCOLLEGIATE
ATHLETIC PROGRAMS

The third part of the questionnaire contained statements concerning goals, objectives, and administrative procedures used for intercollegiate athletic programs. The respondents were asked whether they strongly agreed, agreed, are undecided, disagreed, or strongly disagreed with thirty-two statements that cover these areas. The data that were gathered from Part 3 of the questionnaire were analyzed by percentages and by a χ^2 test for three independent samples.

The responses, of the practitioners in the field, to the statements were grouped into three categories: (1) agree, (2) undecided, and (3) disagree.² Percentages of the total responses in each of these three categories were then computed. Any response that received seventy percent consensus was considered for inclusion in the model. These percentages are found in tables with the discussion of the responses to each statement.

The responses to each question were then grouped into three other categories: (1) presidents, (2) athletic directors, and (3) coaches. These replies were then submitted to the chi-square test for three independent samples. This statistical treatment was used to determine if there is any significant difference in the way the three groups responded to each statement. These results are included in the discussion of the responses to each statement.

²See footnote page 50.

Statement 1: Community
College Goals and
Objectives

The first statement of Part 3 of the survey instrument said: community colleges should have goals and objectives concerning their athletic programs. One hundred percent of the respondents to the questionnaire agreed with this statement. These results are found in Table 6. It was determined by inspection that there is no significant difference between the way in which presidents, athletic directors, and coaches have responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 6. A Comparison of Frequencies and Percentages by Response Involving Statement 1: Community Colleges Should Have Goals and Objectives Concerning Their Athletic Program.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	16	17	48	81	100
Undecided					
Disagree					
Total	16	17	48	81	100

Statement 2: Participation
by as Many Students as
Possible

Statement 2 of the questionnaire said: the athletic program should include as many students as possible. Seventy-five of the practitioners in the field (93%) said that they agreed with this statement.

Two (2%) of the respondents said that they were undecided. Four (5%) of those who answered this statement replied that they disagreed with it. The results of these analyses are found in Table 7. By inspection, it was determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 7. A Comparison of Frequencies and Percentages by Response Involving Statement 2: The Athletic Program Should Include as Many Students as Possible.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	15	17	43	75	93
Undecided	1		1	2	2
Disagree			4	4	5
Total	16	17	48	81	100

Statement 3: The Emphasis of
the Athletic Program in
Comparison with the Physical
Education Program

Statement 3 of the questionnaire said: the athletic program should receive the same emphasis as the physical education program. Sixty-seven of the practitioners in the field (83%) said that they agreed with this statement. Four (5%) of the respondents said that they were undecided. Ten (12%) of those who answered this statement replied that

they disagreed with it. The results of the analyses are found in Table 8. By inspection, it was determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 8: A Comparison of Frequencies and Percentages by Response Involving Statement Number 3: The Athletic Program Should Receive the Same Emphasis as the Physical Education Program.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	13	17	37	67	83
Undecided	1		3	4	5
Disagree	2		8	10	12
Total	16	17	48	81	100

Statement 4: The Existence
of an Athletic Committee

Statement 4 of the questionnaire said: there should be an athletic committee. Forty of the practitioners in the field (49%) said that they agreed with this statement. Twenty-nine of the respondents (36%) said that they were undecided. Twelve (15%) of those who answered this statement replied that they disagreed with it. These results are found in Table 9. The data were also subjected to a χ^2 test for three independent samples. The result of 3.02 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical

treatment, it was determined that there was no significant difference in the ways that the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 9. A Comparison of Frequencies and Percentages by Response Involving Statement 4: There Should be an Athletic Committee.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	8	6	26	40	49
Undecided	6	5	18	29	36
Disagree	2	6	4	12	15
Total	16	17	48	81	100

Statement 5: The Relationship
of Intramurals with the
Athletic Department

Statement 5 of the questionnaire said: the intramural program should be a part of the athletic department. Twenty-one of the practitioners in the field (26%) said that they agreed with this statement. Twelve (14%) of the respondents said that they were undecided. Forty-eight (59%) of those who answered this statement replied that they disagreed with it. These results are found in Table 10. The data were also subjected to a χ^2 test for three independent samples. The χ^2 result of 1.73 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was

determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept is not included in the model found in Chapter 5.

Table 10. A Comparison of the Frequencies and Percentages by Response Concerning Statement 5: The Intramural Program Should be a Part of the Athletic Department.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	5	2	14	21	26
Undecided	3	3	6	12	14
Disagree	8	12	28	48	59
Total	16	17	48	81	100

Statement 6: A Policy
or Model for Athletics

Statement 6 of the questionnaire said: any administrator who is involved with athletics should have a clearly written policy or model on which to base decisions. Sixty-seven (83%) of the practitioners in the field said that they agreed with this statement. Eight (10%) of the respondents said that they were undecided. Six (7%) of those who answered this statement replied that they disagreed with it. These results are found in Table 11. By inspection it was determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because more than

seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 11. A Comparison of Frequencies and Percentages by Response Concerning Statement 6: Any Administrator Who is Involved with Athletics Should have a Clearly Written Policy or Model on Which to Base Decisions.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	11	16	40	67	83
Undecided	5	1	2	8	10
Disagree			6	6	7
Total	16	17	48	81	100

Statement 7: The Determination
of Qualifications for Awards

Statement 7 of the questionnaire said: the qualifications for athletic awards should be determined by the coach. Fifty-two (64%) of the practitioners in the field said that they agreed. Eight (10%) of the respondents were undecided. Twenty-one (26%) of those who answered said that they disagreed with it. These results are found in Table 12. The data were also subjected to a χ^2 test for three independent samples. The χ^2 result of 8.42 fell in the critical region of ≥ 5.99 . As a result of this statistical treatment, it was determined that there is a significant difference between the way in which the groups of presidents and athletic directors replied and the group of coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was modified and this modification was

Included in the model found in Chapter 5. A discussion of the significant differences between groups is also found in the conclusions section of Chapter 5.

Table 12. A Comparison of Frequencies and Percentages by Response Involving Statement 7: The Qualifications for Athletic Awards Should Be Determined by the Coach.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	8	7	37	52	64
Undecided	2	2	4	8	10
Disagree	6	8	7	21	26
Total	16	17	48	81	100

Statement 8: Travel Arrangements
for Athletic Teams

Statement 8 of the questionnaire said: the director of athletics should make travel arrangements for all athletic teams. Fifty (62%) of the practitioners in the field said that they agreed with this statement. Four (5%) of the respondents said that they were undecided. Twenty-seven (33%) of those who answered this statement said that they disagreed with it. These results are found in Table 13. The data were also submitted to a χ^2 test for three independent samples. The χ^2 result of 1.73 did not fall in the critical region of ≥ 5.99 . As a result of this statistical treatment, it was determined that there was no significant difference between the way in which the presidents, the athletic directors, and the coaches responded to this statement. Because less than seventy percent

of the respondents agreed with this statement, this concept was modified and is included in the model found in Chapter 5.

Table 13. A Comparison of Frequencies and Percentages by Response Involving Statement 8: The Director of Athletics Should Make Travel Arrangements for All Athletic Teams.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	12	9	29	50	62
Undecided	1	2	1	4	5
Disagree	3	6	18	27	33
Total	16	17	48	81	100

Statement 9: The Formulation
of Athletic Policy

Statement 9 of the questionnaire said: coaches should have a part in formulating athletic policy. All eighty-one (100%) of the respondents agreed with this statement. These results are found in Table 14. It was determined, by inspection, that there was no significant difference in the ways that the presidents, athletic directors, and coaches have responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 14. A Comparison of Frequencies and Percentages by Response Involving Statement 9: Coaches Should Have a Part in Formulating Athletic Policy.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	16	17	48	81	100
Undecided					
Disagree					
Total	16	17	48	81	100

Statement 10: The Limiting
of the Size of an Athletic
Team

Statement 10 of the questionnaire said: it should be permissible to limit, on the first day of practice, the number of athletes who want to try out for the team. Nineteen (23%) of the practitioners in the field said that they agreed with this statement. Eight (10%) of the respondents said that they were undecided. Fifty-four (67%) of those who answered this statement replied that they disagreed with it. These results are found in Table 15. The data were also subjected to a χ^2 test for three independent samples. The result of 2.00 did not fall in the critical range of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 15. A Comparison of Frequencies and Percentages by Response Involving Statement Number 10: It Should Be Permissible to Limit, on the First Day of Practice, the Number of Athletes Who Want to Try Out for the Team.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	3	2	14	19	23
Undecided	4	1	3	8	10
Disagree	9	14	31	54	67
Total	16	17	48	81	100

Statement 11: The Athletic
Committee's Role

Statement 11 of the questionnaire said: the athletic committee's role should be policy formulation. Forty-one (51%) of the practitioners in the field said that they agreed with this statement. Twenty-eight (34%) of the respondents said that they were undecided. Twelve (15%) of those who answered this statement replied that they disagreed with it. These results are found in Table 16. The data were also subjected to a χ^2 test for three independent samples. The result of .09 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there is no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 16. A Comparison of Frequencies and Percentages by Response Involving Statement Number 11: The Athletic Committee's Role Should Be Policy Formulation.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	9	9	23	41	51
Undecided	4	6	18	28	34
Disagree	3	2	7	12	15
Total	16	17	48	81	100

Statement 12: Arrangements
for Home Athletic
Contests

Statement 12 of the questionnaire said: the athletic director should be responsible for making all of the arrangements for home football and basketball games only. Twenty-one (26%) of the practitioners in the field said that they agreed with this statement. Thirteen (16%) of the respondents said that they were undecided. Forty-seven (58%) of those who answered this statement said that they disagreed with it. These results are found in Table 17. The data were also subjected to a χ^2 test for three independent samples. The result of 5.4 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there was no significant difference in the ways that the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 17. A Comparison of Frequencies and Percentages by Response Involving Statement Number 12: The Athletic Director Should Be Responsible for Making all of the Arrangements for Home Football and Basketball Games Only.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	1	6	14	21	26
Undecided	1	2	10	13	16
Disagree	14	9	24	47	58
Total	16	17	48	81	100

Statement 13: The Athletic
Director and Eligibility

Statement 13 of the questionnaire said: the director of athletics should be responsible for determining the eligibility of athletes. Thirty-seven of the practitioners in the field (46%) said that they agreed with this statement. Five of the respondents (6%) said that they were undecided. Thirty-nine (48%) of those who answered this statement replied that they disagreed with it. These results are found in Table 18. The data were also subjected to a χ^2 test for three independent samples. The results of 2.79 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there was no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 18. A Comparison of Frequencies and Percentages by Response Involving Statement Number 13: The Director of Athletics Should Be Responsible for Determining the Eligibility of Athletes.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	5	7	25	37	46
Undecided	1		4	5	6
Disagree	10	10	19	39	48
Total	16	17	48	81	100

Statement 14: The Dean
of Students and Eligibility

Statement 14 of the questionnaire said: the dean of students should be responsible for determining the eligibility of athletes. Forty-four of the practitioners in the field (54%) said that they agreed with this statement. Seven of the respondents (9%) said that they were undecided. Thirty (37%) of those who answered this statement replied that they disagreed with it. These results are found in Table 14. The data were also subjected to a χ^2 test for three independent samples. The result of 5.67 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment it was determined that there is no significant difference between the ways that the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 19. A Comparison of Frequencies and Percentages by Response Involving Statement Number 14: The Dean of Students Should Be Responsible for Determining the Eligibility of Athletes.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	11	13	20	44	54
Undecided	1		6	7	9
Disagree	4	4	22	30	37
Total	16	17	48	81	100

Statement 15: Responsibility
of the Athletic Director

Statement 15 of the questionnaire said: the president should hold the director of athletics responsible for the day to day operation of the athletic program. Seventy-four of the practitioners in the field (91%) said that they agreed with this statement. One of the respondents (1%) said that he was undecided. Six of those who answered this statement (8%) disagreed with it. These results are found in Table 20. By inspection it was determined that there is no significant difference between the ways that the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 20. A Comparison of Frequencies and Percentages by Response Involving Statement Number 15: The President Should Hold the Director of Athletics Responsible for the Day to Day Operation of the Athletic Program.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	15	16	43	74	91
Undecided			1	1	1
Disagree	1	1	4	6	8
Total	16	17	48	81	100

Statement 16: The Role of the
President in the Athletic
Program

Statement 16 of the questionnaire said: the president should be the person ultimately responsible for the athletic program. Sixty-one (75%) of the practitioners in the field said that they agreed with this statement. Three of the respondents (4%) said that they were undecided. Seventeen (21%) of those who answered this statement replied that they disagreed with it. These results are found in Table 21. By inspection, it was determined that there is no significant difference between the ways that the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept was included in the model found in Chapter 5.

Table 21. A Comparison of Frequencies and Percentages by Response Involving Statement Number 16: The President Should Be the Person Ultimately Responsible for the Athletic Program.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	13	13	35	61	75
Undecided	1	1	1	3	4
Disagree	2	3	12	17	21
Total	16	17	48	81	100

Statement 17: Sports
Information Director

Statement 17 of the questionnaire said: there should be a sports information director. Sixty-eight (84%) of the practitioners in the field agreed with this statement. Sixty (7%) of the respondents were undecided. Seven (9%) of those who answered this statement replied that they disagreed with it. These results are found in Table 22. The data were also subjected to a χ^2 test for three independent samples. The result of 12.47 fell in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there is a significant difference in the ways that the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5. A discussion of the significant difference between groups is also found in the conclusion section of Chapter 5.

Table 22. A Comparison of Frequencies and Percentages by Response Involving Statement Number 17: There Should Be a Sports Information Director.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	9	17	42	68	84
Undecided	2		4	6	7
Disagree	5		2	7	9
Total	16	17	48	81	100

Statement 18: The Trainer

Statement 18 of the questionnaire said: there should be a trainer available to all athletes. Seventy-eight (96%) of the practitioners in the field said that they agreed with this statement. Two (3%) of the respondents said that they were undecided. One (1%) of those who answered this statement replied that he disagreed with it. These results are found in Table 23. It was determined by inspection that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. This concept is included in the development of the model found in Chapter 5.

Table 23: A Comparison of Frequencies and Percentages by Response Involving Statement Number 18: There Should be a Trainer Available to All Athletes.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	14	16	48	78	96
Undecided	1	1		2	3
Disagree	1			1	1
Total	16	17	48	81	100

Statement 19: The Combination
of the Men's and Women's
Athletic Departments

Statement 19 of the questionnaire said: the men's and women's athletic department should be combined under a single athletic director. Fifty-four (67%) of the practitioners in the field said that they agreed with this statement. Nine (11%) of the respondents said that they were undecided. Eighteen (22%) of those who answered this statement replied that they disagreed with it. These results are found in Table 24. The data were also subjected to a χ^2 test for three independent samples. The result of 2.33 did not fall in the critical region of ≥ 5.99 . As a result of this statistical treatment, it was determined that there was no significant difference between the way in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 24. A Comparison of Frequencies and Percentages by Response Involving the Statement Number 19: The Men's and Women's Athletic Department Should Be Combined Under a Single Athletic Director.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	13	11	30	54	67
Undecided	2	1	6	9	11
Disagree	1	5	12	18	22
Total	16	17	48	81	100

Statement 20: Men
Coaching Women's
Sports

Statement 20 of the questionnaire said: men should be allowed to coach women's sports. Sixty-five (80%) of the practitioners in the field said that they agreed with this statement. Eleven (14%) of the respondents said that they were undecided. Five (6%) of those who answered this statement replied that they disagreed with it. These results are found in Table 20. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 25. A Comparison of Frequencies and Percentages by Response Involving Statement Number 20: Men Should Be Allowed to Coach Women's Sports.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	15	14	36	65	80
Undecided	1	2	8	11	14
Disagree		1	4	5	6
Total	16	17	48	81	100

Statement 21: Women
Coaching Men's Sports

Statement 21 of the questionnaire said: women should be allowed to coach men's sports. Fifty-nine (73%) of the practitioners in the field said that they agreed with this statement. Twelve (15%) of the respondents said that they were undecided. Ten (12%) of those who answered this statement replied that they disagreed with it. These results are found in Table 26. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 26. A Comparison of Frequencies and Percentages by Response Involving Statement Number 21: Women Should Be Allowed to Coach Men's Sports.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	14	12	33	59	73
Undecided	1	3	8	12	15
Disagree	1	2	7	10	12
Total	16	17	48	81	100

Statement 22: The Combination of the
Position of Physical Education
Chairperson and Athletic Director

Statement 22 of the questionnaire said: one person should staff both the positions of athletic director and physical education division chairperson. Sixteen (20%) of the practitioners in the field said that they agreed with this statement. Nineteen (23%) of the respondents said that they were undecided. Forty-six (57%) of those who answered this statement replied that they disagreed with it. These results are found in Table 27. The data were also subjected to a χ^2 test for three independent samples. The result of 1.17 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there is no significant difference in the ways that the presidents, athletic directors, and

coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 27. A Comparison of Frequencies and Percentages by Response Involving Statement Number 22: One Person Should Staff both the Position of Athletic Director and Physical Education Division Chairperson

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	5	4	7	16	20
Undecided	3	4	12	19	23
Disagree	8	9	29	46	57
Total	16	17	48	81	100

Statement 23: Students on
an Athletic Committee

Statement 23 of the questionnaire said: students should be on the athletic committee. Forty-three (53%) of the practitioners in the field said that they agreed with this statement. Twenty-two (27%) of the respondents said that they were undecided. Sixteen (20%) of those who answered this statement said that they disagreed with it. These results are found in Table 28. The data were also subjected to a χ^2 test for three independent samples. The result of .16 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there was no significant difference in the ways that the presidents, athletic directors, and coaches responded to this statement. Because less than seventy

percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 28. A Comparison of Frequencies and Percentages by Response Involving Statement Number 23: Students Should Be Included on the Athletic Committee.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	7	9	27	43	53
Undecided	6	5	11	22	27
Disagree	3	3	10	16	20
Total	16	17	48	81	100

Statement 24: The Community
and the Athletic Committee

Statement 24 of the questionnaire said: members of the community should be included on the athletic committee. Twenty-one (26%) of the practitioners in the field said that they agreed with this statement. Thirty-four (42%) of the respondents said that they were undecided. Twenty-six (32%) of those who answered this statement replied that they disagreed with it. These results are found in Table 29. The data were also subjected to a χ^2 test for three independent samples. The result of 2.85 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there was no significant difference between the ways that the presidents, athletic directors, and coaches responded to this statement.

Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 29. A Comparison of Frequencies and Percentages by Response Involving Statement Number 24: Members of the Community Should Be Included on the Athletic Committee.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	1	5	15	21	26
Undecided	7	8	19	34	42
Disagree	8	4	14	26	32
Total	16	17	48	81	100

Statement 25: Responsibilities
of an Athlete

Statement 25 of the questionnaire said: an athlete should have the same responsibilities as any other student. Eighty (99%) of the practitioners in the field said that they agreed with this statement. One (1%) of the respondents said that he was undecided. These results are found in Table 25. By inspection it was determined there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept was included in the model found in Chapter 5.

Table 30. A Comparison of Frequencies and Percentages by Response Involving Statement Number 25: An Athlete Should Have the Same Responsibilities as any Other Student.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	16	17	47	80	99
Undecided			1	1	1
Disagree					
Total	16	17	48	81	100

Statement 26: Goals and Objectives
of Athletics in Student Handbook
or Catalogue

Statement 26 of the questionnaire said: there should be a statement of the goals and objectives of the athletic program in the student handbook or catalogue. Seventy-eight (96%) of the practitioners in the field said that they agreed with this statement. Two (3%) of the respondents said that they were undecided. One (1%) of those who answered this statement replied that he disagreed with it. These results are found in Table 31. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 31. A Comparison of Frequencies and Percentages by Response Involving Statement Number 26: There Should Be a Statement of the Goals and Objectives of the Athletic Program in the Student Handbook or Catalogue.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	16	16	46	78	96
Undecided			2	2	3
Disagree		1		1	1
Total	16	17	48	81	100

Statement 27: Faculty
Responsibilities of
Coaches

Statement 27 of the questionnaire said: coaches should have the same responsibilities as the rest of the faculty, such as faculty meetings and committee assignments. Sixty (74%) of the practitioners in the field said that they agreed with this statement. Four (5%) of the respondents said that they were undecided. Seventeen (21%) of those who answered this statement replied that they disagreed with it. These results are found in Table 32. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept was included in the model found in Chapter 5.

Table 32. A Comparison of Frequencies and Percentages by Response Involving Statement Number 27: Coaches Should Have the Same Responsibilities as the Rest of the Faculty, such as Faculty Meetings and Committee Assignments.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	13	12	35	60	74
Undecided		2	2	4	5
Disagree	3	3	11	17	21
Total	16	17	48	81	100

Statement 28: The Funding
of Women's Athletics

Statement 28 of the questionnaire said: women's athletics should receive funds based upon the costs of the activity, equipment, facilities, transportation, meals, and officials in the same way as they are determined for men's athletics. Seventy-two (89%) of the practitioners in the field said that they agreed with this statement. Four (5%) of the respondents said that they were undecided. Five (6%) of those who answered this statement replied that they disagreed with it. These results are found in Table 33. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches replied to this statement. Because more than seventy percent of the respondents agreed with this statement, this concept is included in the model found in Chapter 5.

Table 33. A Comparison of Frequencies and Percentages by Response Involving Statement Number 28: Women's Athletics Should Receive Funds Based Upon the Costs of the Activity, Equipment, Facilities, Transportation, Meals, and Officials in the Same Way as They Are Determined for Men's Athletics.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	14	16	42	72	89
Undecided	2		2	4	5
Disagree		1	4	5	6
Total	16	17	48	81	100

Statement 29: Financing
of the Athletic Program
Using District Funds

Statement 29 of the questionnaire said: the athletic program should be financed entirely from district funds. Forty-three (53%) of the practitioners in the field said that they agreed. Fourteen (17%) of the respondents said that they were undecided. Twenty-four (30%) of those who replied said that they disagreed with it. The data were also subjected to a χ^2 test for three independent samples. The result of 10.14 falls in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there is a significant difference in the ways that the group of presidents and the groups of athletic directors and coaches responded to this statement. Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is

not included in the model found in Chapter 5. A discussion of the significant differences between groups is found in the conclusions section of Chapter 5.

Table 34. A Comparison of Frequencies and Percentages by Response Involving Statement Number 29: The Athletic Program Should Be Financed Entirely from District Funds.

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Agree	4	14	25	43	53
Undecided	3	2	9	14	17
Disagree	9	1	14	24	30
Total	16	17	48	81	100

Statement 30: Financing
of the Athletic Program
Using Gate Receipts

Statement 30 of the questionnaire said: the funding of the athletic program should be dependent upon gate receipts. Two (2%) of the practitioners in the field said that they agreed with this statement. Four (5%) of the respondents said that they were undecided. Seventy-five (93%) of those who answered this statement responded that they disagreed with it. These results are found in Table 35. By inspection it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because less than seventy percent of the respondents

agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 35. A Comparison of Frequencies and Percentages by Response Involving Statement Number 30: The Funding of the Athletic Program Should Be Dependent upon Gate Receipts.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree		1	1	2	2
Undecided			4	4	5
Disagree	16	16	43	75	93
Total	16	17	48	81	100

Statement 31: Financing
of Athletic Programs
Using Student Association
Funds

Statement 31 of the questionnaire said: the amount of funding of the athletic program should be dependent upon income from the student association. Eleven (14%) of the practitioners in the field said that they agreed with this statement. Eight (10%) of the respondents said that they were undecided. Sixty-two (76%) of those who answered this statement replied that they disagreed with it. These results are found in Table 36. By inspection, it was determined that there is no significant difference between the ways in which the presidents, athletic directors, and coaches responded to this statement. Because less than

seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in Chapter 5.

Table 36. A Comparison of Frequencies and Percentages by Response Involving Statement Number 31: The Amount of Funding of the Athletic Program Should Be Dependent Upon Income from the Student Association.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	2	2	7	11	14
Undecided	1	2	5	8	10
Disagree	13	13	36	62	76
Total	16	17	48	81	100

Statement 32: Recruiting
Budget for Athletics

Statement 32 of the questionnaire said: the community college athletic program should have a budget for the recruiting of athletes. Twenty-eight (35%) of the practitioners in the field said that they agreed with this statement. Ten (12%) of the respondents were undecided. Forty-three (53%) of those who answered this statement replied that they disagreed with it. These results are found in Table 37. The data were also subjected to a χ^2 test for three independent samples. The result of 2.11 did not fall in the critical region of ≥ 5.99 at the 0.05 level of significance. As a result of this statistical treatment, it was determined that there was no significant difference in the ways that the presidents, athletic directors, and coaches responded to this statement.

Because less than seventy percent of the respondents agreed with this statement, this concept was rejected and is not included in the model found in Chapter 5.

Table 37. A Comparison of Frequencies and Percentages by Response Involving Statement Number 32: The Community College Athletic Program Should Have a Budget for the Recruiting of Athletes.

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Agree	4	8	16	28	35
Undecided	1	2	7	10	12
Disagree	11	7	25	43	53
Total	16	17	48	81	100

VALIDATION OF ASSUMPTIONS

The following assumptions were included as part of this study to build a model to administer the intercollegiate athletic programs in the community colleges of California:

1. Intercollegiate athletics have a place in the curriculum of the community colleges of California.
2. The majority of California community colleges do not have basic policy statements of goals and objectives concerning their intercollegiate athletic programs.
3. There is an absence of a written model or plan for the administration of the intercollegiate athletic program at the majority of the community colleges of California.

The fourth part of the questionnaire contained these three assumptions in question form. The following three sections report these results.

Question 1: The Role of
Athletics in the
Curriculum

The following question was presented to the practitioners in the field for a response: do you feel that intercollegiate athletics have a place in the curriculum of the community colleges of California? Only one respondent to the questionnaire did not answer this question. Of those who did answer this question, 100% replied yes. The responses to this question are found in Table 38.

Table 38. A Comparison of Frequencies and Percentages by Response Involving the Question: Do you feel that Intercollegiate Athletics Have a Place in the Curriculum of the Community Colleges of California?

Response	Frequencies			Total	%
	Presidents	Ath Dir	Coaches		
Yes	16	17	47	80	100
No					
Total	16	17	47	80	100

Question 2: Policy Statements
of Goals and Objectives

The following question was presented to the practitioners in the field for a response: does your community college have basic policy statements of goals and objectives concerning your athletic program?

Two respondents to the questionnaire did not answer this question. Fifty-four (68%) of the respondents answered yes. Twenty-five (32%) answered no. These results are found in Table 39.

Table 39. A Comparison of Frequencies and Percentages by Response Involving the Question: Does Your Community College Have Basic Policy Statements of Goals and Objectives Concerning Your Athletic Program?

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Yes	8	12	34	54	68
No	7	5	13	25	32
Total	15	17	47	79	100

Question 3: Model for
Community College
Athletics

The practitioners in the field were asked to answer the following question: does your community college have a written model or plan for the administration of your intercollegiate athletic program? Seventy-eight of the respondents to the questionnaire answered this question. Forty-six (59%) replied yes. Thirty-two (41%) replied no. These results are found in Table 40.

Table 40. A Comparison of Frequencies and Percentages by Response Involving the Question: Does Your Community College Have a Written Model or Plan for the Administration of Your Intercollegiate Athletic Program?

Response	Frequencies				%
	Presidents	Ath Dir	Coaches	Total	
Yes	5	12	29	46	59
No	11	5	16	32	41
Total	16	17	45	78	100

SUMMARY OF THE FINDINGS

The findings of this study have been presented in this chapter. One hundred questionnaires were mailed out to twenty community college presidents, twenty directors of athletics, and sixty coaches in the community colleges of California. Eighty-one (81%) of the questionnaires were returned. In the first section of this chapter, a summary of the analysis of the sample was presented. These results indicated that the sample was taken from a broad base of the California community colleges and that it is representative of the community colleges of this state. In this section, some insights into the administrative structure of the sample colleges were indicated such as: (1) to whom does the athletic director report, (2) to whom should the athletic director report, and (3) is there a sports information director?

The second section of Chapter 4 contained thirty-two statements that were developed from the literature. These statements were presented to the practitioners in the field in order to elicit their opinion as to

whether or not they agreed or disagreed with them and to what degree. All members of the sample who returned the questionnaire responded to the statements in this section. The resultant data were grouped and treated by a percentage test and, when feasible, a χ^2 test for three independent samples. The findings of this section indicate that there is a significant difference between the groups of presidents, athletic directors, and coaches as to how they classified only three out of the thirty-two statements. This lack of a difference in the opinions by the groups was taken into account during the construction of the model.

The third section of Chapter 4 contained the findings from the validation by the respondents of the assumptions underlying the study. Assumption one that concerned intercollegiate athletics having a place in the curriculum of the community colleges of California was supported 100% by the practitioners in the field. Assumption two that concerned the respondent's college having basic policy statements of goals and objectives about its athletic program was not supported 68% to 32%. Assumption three that asked the respondent if his community college has a written model or plan for the administration of its intercollegiate athletic program was not validated 59% to 41%.

Chapter 5 contains a model for the administration of intercollegiate athletic programs in the California community colleges. Also included in Chapter 5 are the summary, conclusions, and recommendations for further study.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is organized into three sections. The first section of this chapter contains a summary. The second section contains the conclusions that were drawn concerning this study. Also included in this section is the model for the administration of intercollegiate athletics in the community colleges of California. The final section of this chapter contains recommendations for further study.

SUMMARY

The following problem was presented in Chapter 1: "there is an absence of a definitive philosophy for the administration of intercollegiate athletic programs in the community colleges of California." As a result, the community college administrator does not have a plan of action to provide direction in making administrative decisions. The purpose of this study was to clarify the goals and objectives of the intercollegiate athletic program for the community colleges of California and to develop an administrative model that can be used in the attainment of these goals and objectives.

The following assumptions were stated in Chapter 1 concerning this study:

1. Intercollegiate athletics have a place in the curriculum of the community colleges of California.
2. The majority of California community colleges do not have basic policy statements of goals and objectives concerning their intercollegiate athletic programs.
3. There is an absence of a written model or plan for the administration of the intercollegiate athletic program at the majority of the community colleges of California.

Also included in Chapter 1 was a statement limiting the colleges of the population to the public community colleges of California which offer intercollegiate athletics. A list of definitions was also presented.

In Chapter 2 of this study, an extensive review of the literature was presented. The purpose of this literature review was to reveal the goals and objectives of intercollegiate athletic programs as they are perceived by authorities throughout the United States as well as to ascertain the administrative procedures that are used in the intercollegiate athletic programs of the individual community colleges of California. This information was later presented to practitioners in the field in the form of a questionnaire that asked if they agreed or disagreed with it. Also included in this chapter was a discussion of the concepts and uses of models.

Chapter 3 contained the design and procedures of the study. A sample of twenty community colleges was selected by random methods. The president, the athletic director, and three coaches from each of these community colleges were asked to respond to the survey instrument. The survey instrument, a questionnaire, was then developed to elicit responses concerning the elements of the administration of intercollegiate athletics as identified in the literature and as applied in the community colleges

of California. The instrument contained a statement of the purpose of the questionnaire, directions for responding, a request for demographic data, a section containing thirty-two statements for response concerning the intercollegiate athletic program, and a request for the respondents to reply whether they agreed or disagreed with the assumptions underlying the study.

The instrument was validated by a jury consisting of the author's dissertation committee. After jury testing, the instrument was pilot tested by the president-superintendent, the athletic director, and three coaches from San Joaquin Delta College. The study was further validated by the instrument being submitted to and subsequently gaining the approval of the Research and Development Committee of the California Community and Junior College Association.

After validation, the instrument was mailed to the 100 persons comprising the sample, and eighty-one were returned. The data were presented in percentage tables. The results from each of the thirty-two statements that were presented for approval were also examined by inspection or treated with a χ^2 test for three independent samples to determine if there was any significant difference between the way in which the groups of presidents, athletic directors, and coaches responded.

Chapter 4 contains the findings of the study. The first section of this chapter contains an analysis of the sample. Two small, seven average, and eleven large community colleges were represented by responses. Returns were received from each of the colleges. The greatest number of respondents said that the athletic director should and does report directly to the dean of students at their college. A majority of practitioners in the field also said that at their colleges, statements of goals

and objectives of their intercollegiate athletic program appear either in the college catalogue or the student handbook. A majority of respondents also responded that their community college has a sports information director.

The respondents were asked to answer whether they agreed, were undecided, or disagreed with thirty-two statements concerning the goals, objectives, and administrative procedures which should be used for intercollegiate athletic programs. Any statement receiving seventy percent or more agreement by the practitioners in the field was considered for inclusion in the final model. Fifteen of these statements were supported in this manner by the practitioners in the field. Seventeen of the statements were rejected by the respondents.

The data from the section concerning the goals, objectives, and administrative procedures used for intercollegiate athletic programs were also statistically treated by a χ^2 test for three independent samples. There were three instances where there was a significant difference between the way in which the three groups of presidents, athletic directors, and coaches replied to these statements. These three cases are discussed in the conclusions section of this chapter.

The three assumptions underlying the study were presented to the respondents in question form. One hundred percent of those replying to the question concerning intercollegiate athletics having a place in the curriculum of the community colleges of California said that they agreed with this first assumption. The second assumption concerning the lack of basic policy statements of goals and objectives concerning their athletic programs was rejected by 68% of the respondents. The third assumption

concerning the respondent's college not having a written model or plan for their intercollegiate athletic program was rejected by 59% of the respondents.

CONCLUSIONS

This section of this chapter is organized in the following manner:

(1) the conclusions drawn from the demographic data, (2) the conclusions drawn from the validation of the goals, objectives, and administrative procedures used for intercollegiate athletic programs, (3) the conclusions drawn from the validation of assumptions, and (4) the model for the administration of intercollegiate athletic programs in California community colleges.

The Conclusions Drawn from the Demographic Data

The following conclusions were drawn concerning the responses that were made by the sample to the questions that were demographic in nature:

1. Community colleges of all sizes and from all geographical areas in California were selected by random means to assist in the development of the model. Responses were received from all of these geographical areas and all sizes of community colleges. As a result, the model can be used generally in the public community colleges of California.
2. At least one response was received from each of the twenty community colleges in the sample. This indicates a wide interest in the study throughout the state by the individual community colleges.
3. The return of the completed questionnaire by 80% of the presidents, 85% of the athletic directors, and 80% of the coaches indicated that there is an equivalent interest in this study by all three groups. This can be projected to the entire community college system to show that there is a similar interest and it is a strong one among the personnel that administer intercollegiate athletic programs.

4. Of the six colleges that had all five of the members of the sample return their questionnaires, only two of the colleges had complete agreement as to whom the athletic director directly reports to at their college. At fourteen colleges of the sample, both the president and athletic director responded to the instrument. The president and the athletic director from six of these colleges differed as to whom the athletic director reports to at their college. At two of these colleges, the president said that the athletic director reported to the physical education chairperson; the athletic director said the dean of students. At one of these colleges, the president said the athletic director reported to the president, the athletic director said to the dean of instruction. At one community college, the president said that the athletic director reported to the dean of students; the athletic director said to the president. This indicated that there is a need for the clarification of line responsibilities, and, in itself, shows the necessity of a model or plan for the administration of intercollegiate athletics at their community colleges. Thirty-eight of the respondents (49%) replied that the director of athletics reports directly to the dean of students. Nine (12%) replied that the director of athletics reports directly to the president. Twenty-eight of the respondents (37%) said that the director of athletics should report to the dean of students. Twenty-two (29%) replied that he should report to the president. As a result, in the model the director of athletics reports to the dean of students. A bypass loop is included so that the director of athletics can report directly to the president in certain matters. These instances are spelled out in the job descriptions of the athletic director and the president.
5. Even though more than half (58%) of the experts replied that they had a statement of goals and objectives of their intercollegiate athletic programs in their college catalogue or student handbook, there were discrepancies in responses from individual colleges. Of the six schools that responded with five questionnaires each, only two of the schools were in agreement on this question. There were among the fourteen schools that had a response from both the president and the athletic director six instances of the president and the athletic director being in disagreement as to this question. This indicated a lack of understanding and a reason to develop a model or plan for the administration of intercollegiate athletics at their community colleges. The conclusions concerning the questions of a statement of goals and objectives are discussed in the section on validation of assumptions and this concept is included in the model.

6. The results of the survey indicated that 54% of those responding said that their colleges had a sports information director. There were three cases where the president and the athletic director were in disagreement as to the existence of a sports information director at their colleges. A possible reason for this discrepancy is that at many of the community colleges the public information officer is considered as a sports information director. No effort was made to indicate if the sports information director should be full or part time; whether he should be classified or certificated. These requirements would differ at the individual colleges. Factors to take into consideration would be size of the college, financing, size of the intercollegiate athletic program, and available staff. Conclusions concerning the question of a sports information director are found in the next section. The concept is also included in the model.

The Conclusions Drawn from
the Validation of the
Goals, Objectives, and
Administrative Procedures
Used for Intercollegiate
Athletics

Thirty-two statements were taken from the literature as being generally agreed upon by the authorities in the field of intercollegiate athletics. These statements were submitted to the practitioners in the field for their opinion as to whether they agreed or not with them. Those statements from the authorities in the literature that were agreed upon by seventy percent of the practitioners in the field were included in the development of the model. Some of the statements that had been rejected were combined with other statements and included in the model. Other statements that had been rejected were modified and included in the model.

The following observations were made concerning the responses by the practitioners in the field to the statements presented in Part 3 of the questionnaire:

1. All of the respondents said that community colleges should have statements of goals and objectives concerning their intercollegiate athletic programs. This response was taken into account when the first section of the model was developed. Personnel at colleges that do not have these goals and objectives can refer to those in the model to assist them in the development of their own.
2. In response to the statement concerning the participation of as many students as possible in the athletic program, 93% of the respondents said that they agreed with this idea. This concept is presented in the first section of the model that is concerned with goals and objectives.
3. The third statement concerning the athletic and the physical education programs having an equal emphasis yielded an 83% agreement by the practitioners in the field. This concept is one that appears generally throughout the literature and was incorporated in the first section of the model that is concerned with goals and objectives.
4. In response to the statement concerning the existence of an athletic committee, 49% of the respondents replied that there should be an athletic committee. This was less than the 70% of agreement necessary for inclusion in the model. Most of the authorities in the literature mention an athletic committee as being important to an intercollegiate athletic program. One of the major reasons for the athletic committee is the source of finances. Most of the funding of university athletics comes from alumni and student sources. These sources are represented on athletic committees. At the community college level in California, alumni funding is almost nonexistent. Student body funding is usually secondary to district funding. As a result, alumni and student representation on an athletic committee is not considered necessary at most of the community colleges. Another reason for non-inclusion in the model is that the only policy making body in the community college is the board of trustees.
5. Only 26% of the experts agreed that intramurals should be a part of the athletic department. Intramurals were not included in the development of the model.

6. A majority of the respondents (83%) agreed that there should be a clearly written policy or model on which to base their athletic decisions. This is further evidence that there should be a model in existence that can be applied at every community college in California for the administration of its intercollegiate athletic program.
7. In answering statement 7, the experts did not give the coach 70% or more approval for the establishment of the qualifications for athletic awards. As a result, the authority for this task was given to both the head coaches and the athletic director as a joint effort. This authority was included in the job descriptions for both positions in the third section of the model. The bypass loop between the athletic director and the president should also serve as a method of gaining administrative approval of the method of presenting athletic awards. This bypass loop is illustrated in the Table of Organization found in the second section of the model. The responses of the presidents and the athletic directors were the ones that caused this statement to be rejected. The coaches approved it. The presidents and the athletic directors did not want the coaches to be entirely responsible for athletic awards. The authorities in the literature also felt that this should be a joint effort between the coaches and the athletic director. The χ^2 test of three independent samples brought out this significant difference between the ways that these three groups responded to this statement.
8. Only 62% of the experts agreed that the director of athletics should make travel arrangements for all of the athletic teams. This responsibility was still placed in the job description of the athletic director found in the third section of the model. It was modified, however, by the athletic director being able to delegate this authority to the head coaches. This joint functioning of athletic director and head coaches is found as being common in the literature.
9. All of the respondents agreed that the coaches should have a part in the formulation of athletic policy. As a result, this authority is found in the job description of the head coaches.
10. The practitioners in the field rejected the idea of limiting, on the first day of practice, the number of athletes who want to try out for an athletic team. The concept of allowing any bona fide athlete to have an opportunity to try out for the team is found in the first section of the model under goals and objectives.
11. The statement concerning the policy making function of an athletic committee was rejected by the respondents. Since the only policy making body in the California community colleges is the board of trustees, this rejection is expected.

12. The statement concerning the athletic director being responsible for making all of the arrangements for home football and basketball games only was rejected by the respondents. The athletic director, since he is responsible for the day to day operation of the entire athletic program, is responsible for all home contests, no matter what the sport. He is able, however, to delegate responsibility in this area to most of the head coaches. This modified concept is found in the job description of the athletic director.
13. The two statements concerning the certification of an athlete's eligibility were rejected by the respondents. Instead of the athletic director or the dean of students being responsible for investigating eligibility, the president is named as being ultimately responsible for certification. He will usually delegate this authority to the dean of students. The athletic director will recommend certification. This joint effort is found under the job descriptions for the president, dean of students, and athletic director in the model.
14. All but seven of the respondents (91%) said that the athletic director should be responsible for the day to day operation of the athletic program. This is in general agreement with the authorities in the literature. This statement is found in the job description of the athletic director in the model.
15. Seventy-five percent of the respondents said that they felt that the president is the person ultimately responsible for the athletic program. The sixty-one responses that supported this statement were enough to include it in the job description of the president. All of the authors who wrote about responsibility for the athletic program supported this statement. Since the president is held responsible for all of the college's programs by the board of trustees, the athletic program would fall into this category.
16. The position of sports information director was approved by 84% of the respondents. It was determined that there was a significant difference between the ways in which the group of presidents and the groups of athletic directors and coaches answered this question. Specifically, sixty-two percent of the presidents agreed with this concept. This position is found in the job description section of the model. It is important that for this concept to succeed, the presidents be in support of it at the individual community college.
17. All but three of the experts agreed that a trainer should be available to all athletes. This position is found with the job descriptions in the model.

18. Since the concept of the combination of the jobs of men's and women's athletic director was rejected, there is no mention of this merger in the model.
19. The statements concerning men (80%) and women (73%) coaching the other's sports were accepted by the respondents. These concepts are found in the goals and objectives section of the model. This concept is new in the literature. Much support for it comes as a result of Title IX.
20. Since the concept of the combination of the jobs of the athletic director and the chairperson of the physical education division into one position was rejected, there is no mention of this merger in the model.
21. The statements concerning students and members of the community being included on the athletic committee were approved by (53%) and (26%) of the respondents and were rejected and were not included in the model. See paragraph 4 in this section of Chapter 5.
22. Only one of the respondents said that the goals and objectives of athletics should not be included in the student handbook or catalogue. This concept is found throughout the literature and further supports the development of a model. One of the three sections of the model is a goals and objectives section.
23. Only five of the respondents did not agree with the statement concerning women's athletics receiving funds based upon the costs of the activity, equipment, facilities, transportation, meals and officials in the same way as they are determined for men's athletics. This concept is found in the goals and objectives section of the model.
24. The three statements regarding the sources of the funding of the intercollegiate athletic program were rejected by the experts in the field. The only mention of funding in the model pertains to paragraph 23 in this section and the one that is concerned with the overemphasis of the importance of gate receipts in the goals and objectives section of the model.
25. The statement pertaining to a recruiting budget was rejected by the respondents. This concept is not mentioned in the model.

The Conclusions Drawn from the Validation of Assumptions

The following observations were made concerning the responses made by the sample to the questions asked in Part 4 of the questionnaire:

1. One hundred percent of the respondents to the questionnaire agreed that the first assumption underlying the study was correct: intercollegiate athletics have a place in the curriculum of the community colleges of California. This concept is found in the goals and objectives section of the model.
2. The assumption that the majority of California community colleges do not have basic policy statements of goals and objectives concerning their intercollegiate athletic programs was rejected by 68% of the respondents. Even though a majority of the experts said that their colleges had these statements, the construction of the model is justified by the number of colleges represented by those who did not reject this statement and by the conflict among responses noted earlier in this chapter.
3. The assumption that there is an absence of a written model or plan for the administration of the intercollegiate athletic program at the majority of the community colleges of California was rejected by 59% of the respondents to the questionnaire. Even though a majority of the experts in the field said that their colleges had a model or a plan, the construction of the model is justified by the number of colleges represented by those who did not reject this statement and by the conflict among responses noted earlier in this chapter.

The Model for the Administration
of Intercollegiate Athletic
Programs in California
Community Colleges

This model for the administration of intercollegiate athletics in the community colleges of California has been developed for use by administrative personnel of the individual colleges. It is realized that the community colleges differ in the following ways: (1) size of the student population, (2) facilities, (3) funding of the program, (4) the composition of the community that comprises the community college district, and (5) the size of the intercollegiate athletic conference that the college participates in. Each college has an intercollegiate athletic program that is unique. There are many areas, however, that are common to all community college intercollegiate athletic programs. This model addresses itself to these similarities.

The model was developed by comparing the elements of the administration of intercollegiate athletic programs as described by authors throughout the nation with the opinions of the presidents, athletic directors, and coaches in the California community colleges. The goals and objectives that are listed in the model are concerned only with the intercollegiate athletic program. A complete list of goals and objectives for a college would, of course, be larger than this list and would include these goals and objectives. The table of organization shown in the second part of the model is a truncated one. The table of organization is just concerned with the intercollegiate athletic program. The job descriptions listed in the third section of the model are only partial ones. Those duties that do not involve athletics are not included. The position of dean of supporting services is included in the table of organization, but a job description for the dean of supporting services is not incorporated in the model. The reason for this is that the position does not exist at many community colleges and its relationship to intercollegiate athletics varies from college to college.

This model is designed to be a dynamic one. It can be partially used, used in its entirety, or it can be modified as the times change. This model is organized into the following three sections: (1) goals and objectives of the intercollegiate athletic program, (2) table of organization, and (3) job descriptions.

THE MODEL FOR THE ADMINISTRATION OF INTERCOLLEGIATE ATHLETIC
PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES

GOALS AND OBJECTIVES

This section of the model has three goals numbered 1, 2, 3. The objectives which modify each of these goals are numbered 1-, 2-, 3-. These goals and objectives are common to all of the community colleges of California.

Goals

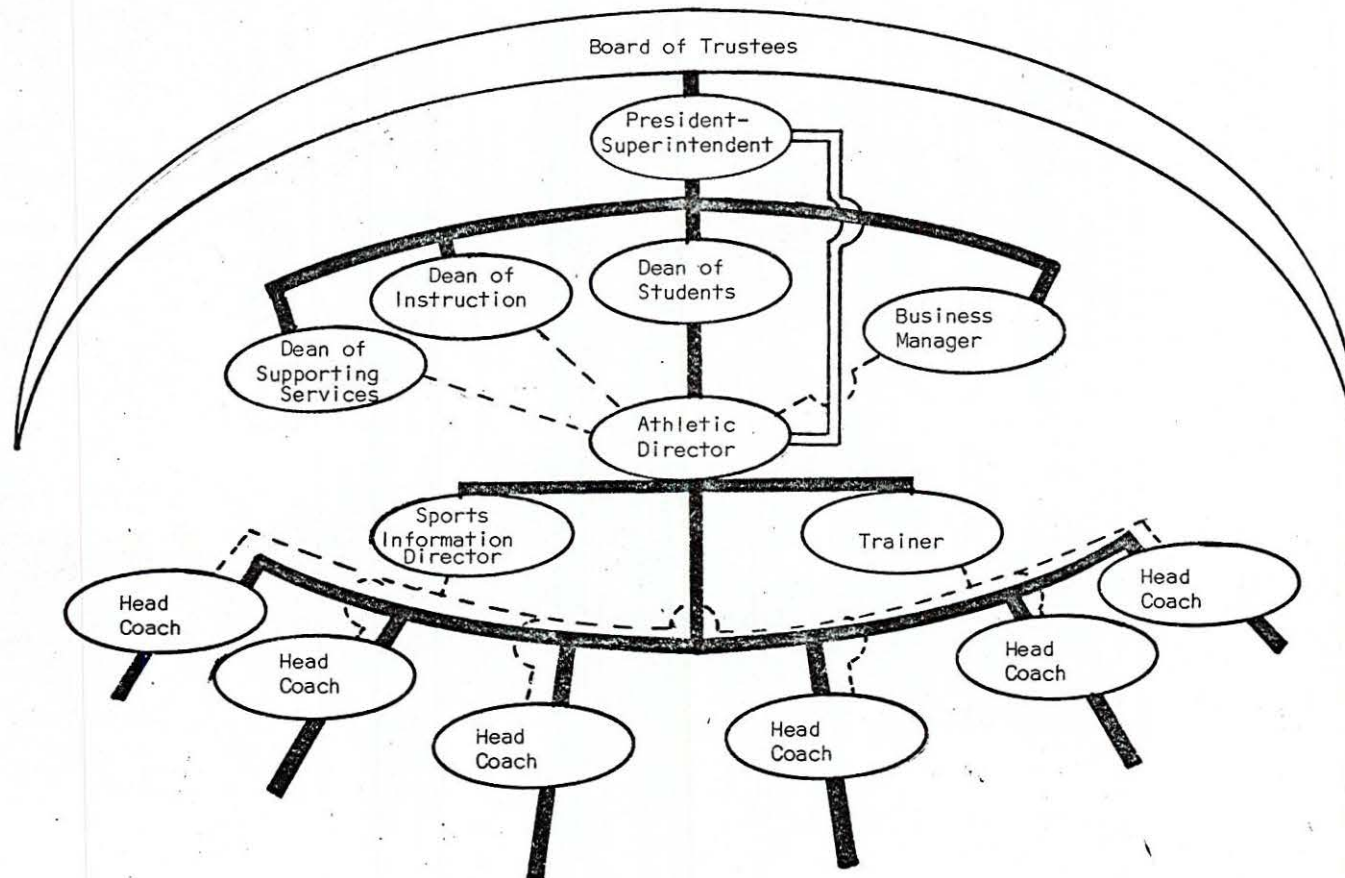
1. The intercollegiate athletic program is designed so that all interested bona fide students have an opportunity to try-out for a team.
2. Intercollegiate athletics have a place in the curriculum of the college.
3. All of those people who are interested in intercollegiate athletics have an equal opportunity to become involved in the program.

Objectives

- 1-1. As many students as possible are encouraged to participate in the intercollegiate athletic program.
- 1-2. All students must meet eligibility requirements as set down by the Athletic Code of the California Community and Junior College Association.
- 1-3. An athletic team should be limited in enrollment only after all of those who want to participate have an opportunity to try-out for the team.
- 2-1. Coaches are hired as both coaches and physical education instructors.
- 2-2. The student-athlete receives academic credit for participation in intercollegiate athletics.
- 2-3. Certificated personnel are used as much as possible for coaching. These coaches, as much as possible, are members of the physical education staff.

- 2-4. The emphasis in the Intercollegiate athletic program is made on a fine experience for the student athlete. Excessive emphasis on winning or income from gate receipts is discouraged.
- 2-5. Intercollegiate athletics are considered a part of an honors physical education program. The areas of physical education and athletics complement each other. One does not exist at the expense of the other.
- 2-6. Certificated members of the athletic department have the same responsibilities as any other faculty member.
- 3-1. There will be no discrimination in coaching or officiating.
- 3-2. Women's athletics will receive funds based upon the costs of the activity, equipment, facilities, transportation, meals, and officials in the same way as they are determined for men's athletics.

THE COMMUNITY COLLEGES OF CALIFORNIA
INTERCOLLEGIATE ATHLETIC PROGRAM
TABLE OF ORGANIZATION



Legend

- Direct Line of Authority
- ==** Bypass Loop Line of Authority
- - -** Staff-Advisory

THE COMMUNITY COLLEGES OF CALIFORNIA
INTERCOLLEGIATE ATHLETIC PROGRAM
JOB DESCRIPTIONS

The Board of Trustees

1. Determines athletic policy.
2. Appoints, grants tenure, and dismisses employees.
3. Approves the athletic budget and all expenditures.

The President-Superintendent

1. Recommends athletic policy to the board of trustees.
2. Implements the athletic policy of the board of trustees.
3. Is the person ultimately responsible for the athletic program.
4. Approves the assignment of coaches.
5. Recommends the appointment, tenure, and dismissal of all employees to the board of trustees.
6. Is responsible to see that the provisions of the Athletic Code of the California Community and Junior College Association are being carried out at his community college.
7. Attends meetings concerning intercollegiate athletics that require the president's attendance.
8. Periodically reviews the athletic program.
9. As the chief public relations officer of the college, is responsible to see that the intercollegiate athletic program is seen by the college community in the proper perspective.
10. Recommends the athletic budget and all expenditures to the board of trustees for approval.

The Business Manager

1. Prepares the annual athletic budget.
2. Is responsible for seeing that security measures are provided for at all facilities.
3. Is responsible for securing liability insurance for the district concerning athletic injuries and spectator coverage.

4. Recommends to the president-superintendent the employment of all classified staff.
5. Supervises the operation and maintenance of all athletic facilities and equipment.
6. Is responsible for securing transportation for intercollegiate athletics.
7. Supervises the athletic accounts.
8. Exercises controls on athletic expenditures.
9. Purchases athletic supplies and equipment.
10. Prepares warrants to pay officials and part-time employees for athletic contests.
11. Is responsible to see that all funds that are received in connection with intercollegiate athletics are properly recorded and audited.
12. Is responsible for all payment of funds.

The Dean of Instruction

1. Is responsible to see that the educational goals of the college are being met by the intercollegiate athletic program.
2. Recommends to the president-superintendent all certificated personnel for employment, tenure, and dismissal.
3. Is responsible for instructor assignment.
4. Coordinates the other educational programs of the college with the intercollegiate athletic program.
5. Evaluates the quality of instruction.

The Dean of Students

1. Is the administrator responsible to the president-superintendent for the administrative support for all phases of the intercollegiate athletic program.
2. Is responsible to the president to see that the provisions of the Athletic Code of the California Community and Junior College Association are being carried out.
3. Is involved in the recruitment, selection, and evaluation of athletic staff.

4. Attends all athletic meetings that require an administrator in attendance.
5. Is delegated the authority for the certifying of the athletic eligibility of student-athletes.
6. Is responsible for all student activities including the intercollegiate athletic program.
7. Is responsible for the entire student personnel program of the college to include admissions, registration, insurance, counseling, and financial aids for student-athletes.
8. Is responsible for the attendance and discipline of all students to include student-athletes.
9. Is responsible for the preparation of an annual athletic budget.

The Physical Education Chairperson

1. Must coordinate day-to-day operations with the athletic director.
2. Participates with the athletic director in the recommendation for employment of classified and certificated staff.
3. Coordinates with the athletic director the assignment of instructors and the preparation of teacher schedules.
4. Secures substitutes for coaches who are on athletic field trips.
5. Participates with the athletic director in the evaluation of instructors.

The Athletic Director

1. Is responsible for the day-to-day operation of the intercollegiate athletic program.
2. Is responsible to see that the intercollegiate athletic program conforms to the provisions of the Athletic Code of the California Community and Junior College Association.
3. Is responsible for the search of student records to determine athletic eligibility and the recommendation to the dean of students that an athlete be certified as being eligible.
4. Is responsible for coordination with outside groups such as cheerleaders and bands.

5. Attends all athletic meetings.
6. Calls meetings of staff.
7. Sees that all field trips are properly cleared administratively.
8. Inventories and maintains all athletic equipment.
9. Sees that all coaching is of an educational nature.
10. Is responsible for the supervision of all intercollegiate athletic contests in which the college participates. He can delegate the authority for making arrangements for home contests to the head coaches.
11. Is responsible for all athletic scheduling. This authority can be delegated to the head coaches.
12. Is responsible for the scheduling of physical examinations for all athletes prior to their first practice session.
13. Recommends changes in athletic policy to the dean of students.
14. Participates with the physical education chairperson in the selection of instructors and coaches.
15. Must coordinate day-to-day operations with the physical education division chairperson.
16. Is responsible to see that all student-athletes receive proper medical care.
17. Coordinates with the division chairperson the scheduling of facilities.
18. Is responsible for athletic publicity.
19. Determines with the individual head coach the qualifications for athletic awards for that team.
20. Plans the awards banquets with the head coaches.
21. Is responsible for the scheduling of meals, lodging, and transportation for the athletic program.
22. Prepares a budget and supervises its expenditure.

The Sports Information Director

1. Is responsible to the athletic director for athletic publicity.
2. Has a role as a staff advisory position to the head coaches.
3. Is responsible to staff and to run the press box at athletic activities.
4. Develops and distributes a regular press release.
5. Maintains communications with the college's community relations office.
6. Is responsible to publish and distribute press books.
7. Develops and maintains a pass list. He distributes complimentary tickets and passes.
8. Maintains communications with outside agencies that are interested in the college's intercollegiate athletic program.

The Trainer

1. Has as his immediate supervisor the athletic director.
2. Has as a role a staff advisory position to the head coaches.
3. Is responsible to see that every student-athlete receives proper athletic training.
4. Maintains liaison with all head coaches concerning athletic injuries.
5. Is present at all football practices and all football and basketball games. The trainer is present in the training during the practices of all sports and is available for all home athletic contests.
6. Is responsible to instruct the student trainers and to supervise them during their on-the-job training.

7. Is responsible to be informed as to the latest training methods and techniques.
8. Maintains a log of athletic injuries and their treatment.
9. Assists in the initiating and completion of athletic injury insurance forms.
10. Maintains a liaison with physicians involved with athletic injuries.
11. Sets a time during the school day that the student-athlete can receive therapy.
12. Equips and maintains the training room.
13. Recommends the purchase of training equipment and supplies.

The Head Coaches

1. Are responsible to see that their individual programs meet the educational goals and objectives of the college.
2. Primary task is to teach.
3. Must see that their individual program conforms to the provisions of the Athletic Code of the California Community and Junior College Association.
4. Delegate authority to assistant coaches (if any).
5. Have the authority to recommend new policy or policy change concerning intercollegiate athletics to the athletic director.
6. Have the responsibility to see that their student-athletes are familiar with those provisions that apply to them of the Athletic Code of the California Community and Junior College Association.
7. Are responsible to see that they carry out all of the responsibilities of a faculty member at that college.
8. Are responsible to advise student-athletes.
9. Are responsible for all phases of their individual programs.
10. Are responsible for the physical and mental well-being of the individual student-athlete.
11. Are responsible to keep informed as to the latest developments in the coaching of their sport.

12. Are responsible to set down team rules that are compatible with the rights of the student athlete.
13. Must not cut players until they have had an opportunity to perform.
14. Are responsible for recruiting.
15. Are responsible to see that field trips during class time are kept to a minimum and that all student-athletes are excused from class when on an athletic field trip.
16. Are responsible to see that the athletic director is notified, in advance, of any absence from teaching duties due to intercollegiate athletics.
17. Plan the annual awards banquet with the athletic director.
18. Are responsible jointly with the athletic director to establish the qualifications for athletic awards.
19. Inventory and maintain all athletic equipment assigned to them.

The Student-Athlete

1. Complies with the provisions of the Athletic Code of the California Community and Junior College Association that apply to him.
2. Maintains eligibility for intercollegiate athletics prior to and during the period of competition.
3. Makes normal academic progress.
4. Conforms to the school rules for that activity.
5. Integrates himself with the rest of the student population.
6. Makes up school work missed during athletic field trips.
7. Attends class on a regular basis.

RECOMMENDATIONS FOR FURTHER STUDY

Five recommendations for further study are presented in this section:

1. It is recommended that the model that has been developed in this study be tested in a community college district in California that offers an intercollegiate athletic program.
2. It is recommended that this model be considered for modification for use at both the university and the high school level.
3. It is recommended that models be developed in other areas of concern at the community college level.
4. It is recommended that the line and staff tables of organization in all areas and at all community colleges be reviewed so that there is no doubt by all personnel as to where each individual draws his authority and responsibility.
5. It is recommended that the board of trustees, students, faculty, and members of the community be surveyed to compare and contrast their perceptions of an intercollegiate athletic program with those expressed by the presidents, athletic directors, and coaches.

APPENDIX A



JOSEPH L. BLANCHARD,
President and Superintendent
Ext. 300

LAWRENCE A. DeRICCO,
Assistant Superintendent-Business
Ext. 210

I am conducting a study which will lead to the construction of a model for the administration of intercollegiate athletics in the individual community colleges of California.

A sample of the community colleges in California has been taken and questionnaires have been mailed to the presidents, athletic directors, and three coaches at each of the community colleges in the sample. You and your community college have been selected by random sampling methods to participate in this study.

The questionnaire and study have been approved by the Committee on Research and Development of the California Community and Junior College Association. The CCJCA recommends that you cooperate in the development of this study. Please answer the enclosed questionnaire and return it by May 21, 1975, in the enclosed return envelope.

A summary of the results of the study will be reported in the CCJCA News and the CCJCA will distribute, in a separate report, the results of the study to all of the community colleges in California.

Sincerely yours

Donald F. Bennett, Chairperson
Division of Health, Physical Education,
and Recreation

DFB/bb

APPENDIX B



JOSEPH L. BLANCHARD,
President and Superintendent
Ext. 300
LAWRENCE A. DeRICCO,
Assistant Superintendent-Business
Ext. 210

On May 5, 1975, I requested that you participate in a study which will lead to the construction of a model for the administration of intercollegiate athletics in the individual community colleges of California. The response by those who are involved in the administration of the intercollegiate athletic programs of the California community colleges has been very good. However, in order to increase the validity of the study, I would like a large number of questionnaires returned.

As of this date, I have not received a return of the questionnaire that I mailed to you. If you have returned the questionnaire, please disregard this letter and accept my thanks for participating in this study. If you have not yet returned the completed questionnaire, please do so. Another copy of the instrument is included if you have misplaced the original. An addressed, stamped-return envelope is also included for your convenience.

The questionnaire and the study have been approved by the Committee on Research and Development of the California Community and Junior College Association. The CCJCA recommends that you cooperate in the development of this study.

Sincerely yours,

Donald F. Bennett, Chairperson
Division of Health, Physical Education,
and Recreation

DFB/bb

APPENDIX C

QUESTIONNAIRE

Part 1

EXPLANATION OF THE PURPOSE OF THE QUESTIONNAIRE TO THE RESPONDENT

The purpose of this questionnaire is to elicit responses from those people who are involved with the administration of community college athletic programs in California. The data gathered from this instrument will then be used in the construction of a model that can be used by any public community college in California for the effective administration of its intercollegiate athletic program.

In the next section of this questionnaire, questions will be asked concerning your community college district. All replies to this section as well as the other sections of this instrument will be held in the strictest confidence. The validity of the entire study is dependent upon the respondents expressing themselves as openly as possible.

Part 2

SAMPLE INFORMATION

Directions: Circle the correct (in your opinion) answer that is listed with each question.

1. To which administrator does the director of athletics directly report?

President Vice President Dean of Students Dean of Instruction
PE Chairperson Other (specify) _____

2. To which administrator should the director of athletics directly report?

President Vice President Dean of Students Dean of Instruction
PE Chairperson Other (specify) _____

3. Is there a statement of goals and objectives of the intercollegiate athletic program in your college catalogue or student handbook?

Yes

No

4. Do you have a sports information director?

Yes

No

Part 3

VALIDATION OF THE GOALS, OBJECTIVES, AND ADMINISTRATIVE PROCEDURES USED FOR
INTERCOLLEGIATE ATHLETIC PROGRAMS

Directions: You are requested to answer whether you strongly agree, agree, are undecided, disagree, or strongly disagree with the following statements. Please complete this questionnaire rapidly. Do not spend too much time on any question. Please respond by circling the appropriate number.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Community colleges should have goals and objectives concerning their athletic programs.	1	2	3	4	5
2. The athletic program should include as many students as possible.	1	2	3	4	5
3. The athletic program should receive the same emphasis as the physical education program.	1	2	3	4	5
4. There should be an athletic committee.	1	2	3	4	5
5. The intramural program should be a part of the athletic department.	1	2	3	4	5
6. Any administrator who is involved with athletics should have a clearly written policy or model on which to base decisions.	1	2	3	4	5
7. The qualifications for athletic awards should be determined by the coach.	1	2	3	4	5
8. The director of athletics should make travel arrangements for all athletic teams.	1	2	3	4	5
9. Coaches should have a part in formulating athletic policy.	1	2	3	4	5
10. It should be permissible to limit, on the first day of practice, the number of athletes who want to try out for the team.	1	2	3	4	5
11. The athletic committee's role should be policy formulation.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. The athletic director should be responsible for making all of the arrangements for home football and basketball games only.	1	2	3	4	5
13. The director of athletics should be responsible for determining the eligibility of athletes.	1	2	3	4	5
14. The dean of students should be responsible for determining the eligibility of athletes.	1	2	3	4	5
15. The president should hold the director of athletics responsible for the day to day operation of the athletic program.	1	2	3	4	5
16. The president should be the person ultimately responsible for the athletic program.	1	2	3	4	5
17. There should be a sports information director.	1	2	3	4	5
18. There should be a trainer available for all athletes.	1	2	3	4	5
19. The men's and women's athletic department should be combined under a single athletic director.	1	2	3	4	5
20. Men should be allowed to coach women's sports.	1	2	3	4	5
21. Women should be allowed to coach men's sports.	1	2	3	4	5
22. One person should staff both the positions of athletic director and P.E. division chairperson.	1	2	3	4	5
23. Students should be included on the athletic committee.	1	2	3	4	5
24. Members of the community should be included on the athletic committee.	1	2	3	4	5
25. An athlete should have the same responsibilities as any other student.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26. There should be a statement of the goals and objectives of the athletic program in the student handbook or catalogue.	1	2	3	4	5
27. Coaches should have the same responsibilities as the rest of the faculty, such as faculty meetings and committee assignments.	1	2	3	4	5
28. Women's athletics should receive funds based upon the costs of the activity, equipment, facilities, transportation, meals, and officials in the same way as they are determined for men's athletics.	1	2	3	4	5
29. The athletic program should be financed entirely from district funds.	1	2	3	4	5
30. The funding of the athletic program should be dependent upon gate receipts.	1	2	3	4	5
31. The amount of funding of the athletic program should be dependent upon income from the student association.	1	2	3	4	5
32. The community college athletic program should have a budget for the recruiting of athletes.	1	2	3	4	5

Part 4

VALIDATION OF ASSUMPTIONS

Directions: Please circle the appropriate response.

1. Do you feel that intercollegiate athletics have a place in the curriculum of the community colleges of California?

Yes

No

2. Does your community college have basic policy statements of goals and objectives concerning your athletic program?

Yes

No

3. Does your community college have a written model or plan for the administration of your intercollegiate athletic program?

Yes

No

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